

The Selected Works of

MAULANA

ABUL KALAM

AZAD

**Volume IV
(1949-50)**

Chief Editor

Dr. Ravindra Kumar

ATLANTIC PUBLISHERS AND DISTRIBUTORS

Preface

Dr. Ravindra Kumar is an admirer of Maulana Abul Kalam Azad. This is nothing unusual. Maulana Azad had numerous admirers in the course of India's struggle for freedom. The number increased appreciably after India attained freedom. Partition of India was the heavy price India paid for this freedom. Maulana Azad had throughout his whole political life opposed forces which encouraged separatist trends in our national life. It was in the partitioned India that people realised more vividly the soundness of the views Maulana had expressed on the communal problem.

Maulana Azad was among the major figures in our unique struggle for freedom waged under the leadership of Gandhiji. The selected works which Dr. Ravindra Kumar has edited bring out the greatness of Maulana Azad in several fields of life. He was most assuredly an outstanding scholar, a great journalist, a matchless orator but with equal ease he was also a great statesman who played a significant role in every crisis which India and, in particular, the Indian National Congress faced from time to time in its struggle to make our country free and independent.

He had also his due share in shaping India's destiny in her first decade of Independence. He was an outstanding member of the Union Cabinet but what was more important was the mature advice he made available to his comrade and fellow warrior Pandit Jawaharlal Nehru as the latter sought to grapple with India's difficult and daunting problems in the first crucial phase of her independence.

Dr. Ravindra Kumar may not yet be a mature scholar but the enthusiasm he has shown in portraying the intellectual and political life of Maulana Azad deserves commendation. The country is still faced with problems which greatly exercised the Maulana's mind. What he thought and said on these problems would still be a source of inspiration and enlightenment to his countrymen in the difficult days through which we are all passing.

Sadiq Ali

Introduction

I

Maulana Azad always thought in terms of national unity, integrity, solidarity and secularism within the form of Indian society and Indian political and Indian religious conditions. It was his greatness that he both before and after independence worked according to this thought. He has been source of guidance and inspiration in the matter of communal unity and national cohesion. Today our thoughts go back to Maulana Abul Kalam Azad's ideas, and beliefs in these vital matters. And it is my firm belief that it is only by adopting Maulana's ideas that we can rid ourselves of those separatist, communal and religious tendencies that are eating into the vital of India's body-politic. The concept of secularism developed by him, in letter of national unity and integrity which was important in his time and also highly significant for modern time constitute the subject matter of this Volume 4 of the Selected Works of Maulana Abul Kalam Azad covering the period 1949-50.

II

In this Volume Maulana Azad's speeches, statements and other documents apart from his correspondence with Sardar Vallabhbhai Patel, Pandit Nehru, Rajendra Babu and others have been included. His work as a Union Minister of Education is an important part of this volume which certainly adds to the contemporary social, political, economic, cultural, historical and parliamentary informations on the one hand and can inspire for devotion and dedication to the coming generations on the other.

Like the previous Volumes several important documents relating to the main events (1949-50) and pertaining to Maulana Azad's multi-dimensional personality have been included in appendices.

III

Maulana Azad's views on educational matters were very clear. He had made an appeal to exercise caution for a country like India where a number of languages are spoken. He believed in a common script for India in the matter of languages; obviously there is validity in this argument. Even so he gave support to making Hindi our national language and thus he advocated nationalist course. But he was opposed to religious education in universities and colleges. He put forward a number of suggestions in the matter of language and education policy for the country. It is clear from the documents included in this volume.

He always laid great stress on national approach to resolve the differences between Hindus and Muslims. For the cause of United India he believed that we should look more to the past than to some intellectual thinking at the present moment. In order to strengthen the unity of the country we should strike a balance between circumstances and consequences.

In conclusion we can say that it is only by going deep into Maulana Azad's ideas on national unity, integrity and secularism that we can build a solid foundation of Indian nationalism.

I am grateful to the staff of National Archives of India specially to its Director General Dr. Rajesh Parti, Assistant Director Shri P.R. Malik, Mrs. Manju Sehgal and Mrs. Meena Kapoor, President, Shri Sadiq Ali and other staff of Gandhi National Museum, New Delhi, staff and officials of Sardar Vallabhbhai Patel National Memorial, Ahmedabad, Shri Jitendra Thakorebhai Desai, Managing Trustee, and other staff of Navjivan Trust, Ahmedabad, Director Dr. Ravinder Kumar and Shri A.K. Awasthi of Nehru Memorial Museum and Library, Teen Murti House, New Delhi and the staff of several other institutions and Archives providing me the all important literature in their possession.

I am greatly indebted to his excellency, Dr. Shankar Dayal Sharma, Vice-President of India, His Holiness Maulana Syed Abul Hasan Ali Nadvi, Rector, Nadwatul Ulama, Lucknow, Dr. (Mrs.) Najama Heph-tullah, Deputy Chairperson, Rajya Sabha, Dr. Karan Singh, Shri A.J. Jalali and Mr. S.G. Mohiuddin, Dr. Akbar Ali Khan, President, Azad Institute, Hyderabad, Shri V.N. Gadgil, His Excellency, Shri B. Satya Narayan Reddy, Governor of U.P. and others for their kind encouragement and guidance in preparation of this volume.

My thanks are due to Mrs. Kamlesh Ravindra Kumar, Prof. K.L. Malik and Dr. (Mrs.) Malti Malik for their kind co-operation in many ways.

My special thanks are due to Dr. K.R. Gupta and Shri Manish Gupta of the Atlantic Publishers and Distributors, New Delhi for undertaking the publication of the selected works of this great son of Mother India courageously.

RAVINDRA KUMAR

Abbreviations

A.I.C.C.	:	All India Congress Committee
A.I.E.C.	:	All India Educational Conference
A.L.C.	:	Asiatic Language and Culture
A.P.I.	:	Associated Press of India
C.A.B.E.	:	Central Advisory Board of Education
C.A.I.L.	:	Constituent Assembly of India (Legislative)
C.E.B.	:	Chairman Education Board
C.G.E.P.	:	Central Government Educational Programme
C.I.E.	:	Central Institute of Education
C.I.H.R.	:	Commission on Indian History Records
D.D.D.E.	:	Deputy Director of the Department of Education
E.D.	:	Education Department
E.M.	:	Education Ministry
I.P.C.	:	Inter-Provincial Communication
J.M.I.	:	Jamia Millia Islamia
L.A.	:	Legislative Assembly
L.M.C.	:	Lucknow Muslim Conference
L.P.G.B.	:	Labour Party in Great Britain
M.I.B.	:	Ministry of Education and Broadcasting
M.L.	:	Muslim League
N.E.	:	National Education
N.G.	:	National Government
N.M.	:	Nationalist Muslims
O.S.S.	:	Overseas Scholarships Scheme
P.G.	:	Provincial Government
P.S.	:	Parliamentary Secretaries
R.E.P.S.	:	Religious Education to Private Sources
R.S.	:	Roman Script
R.S.C.	:	Report of the Security Committee
S.C.	:	Scheduled Castes
S.C.L.E.	:	Standing Committee of the Legislative on Education
S.W.A.E.	:	Social Welfare and Adult Education
T.H.R.C.	:	The Historical Records Commission

U.K.	:	United Kingdom
U.S.A.	:	United States of America
V.C.	:	Vice-Chancellor
W.C.	:	Working Committee

List of Documents

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1.	From Jawaharlal Nehru	04.01.1949
2.	Speech at the Meeting of the Central Board of Education.	07.01.1949
3.	From Jawaharlal Nehru	10.01.1949
4.	Speech at the Sixth meeting of the Central Advisory Board of Archaeology.	07.02.1949
5.	Replies in the Constituent Assembly of India (Legislative) to the questions asked in connection with the Indian Historical and Art Relics in foreign countries.	09.02.1949
6.	Replies in C.A.I. (L) to the questions asked about the Regional Language in Devanagri script as University Language.	09.02.1949
7.	Replies to the questions asked in connection with the pay of Language Teachers in Delhi Province.	09.02.1949
8.	Replies to the questions raised about the Archaeological Excavations.	14.02.1949
9.	Replies to the questions asked in connection with the Universal Basic Education.	17.02.1949
10.	Replies to the questions asked about the Primary Education in Delhi and Ajmer-Merwara.	17.02.1949
11.	Convocation Address at the Muslim University of Aligarh.	20.02.1949

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12.	Replies to the questions asked in connection with the Scheduled Caste candidates returned after foreign studies.	22.02.1949
13.	Replies to the questions asked regarding the Expansion of Primary Education in Ajmer-Merwara.	22.02.1949
14.	Replies to the questions asked about the Education of the Blind.	22.02.1949
15.	Replies to the questions asked in the Indian Legislative Assembly about the revision of District and State Gazetteers.	22.02.1949
16.	Replies to the questions asked about the compulsory Primary Education.	22.02.1949
17.	Replies to the questions raised in the Constituent Assembly of India (Legislative) in connection with the new scheme for award of scholarships for studies abroad.	25.02.1949
18.	Maulana Abul Kalam Azad's replies to the questions asked in connection with the Basic Education Scheme in Delhi Province.	25.02.1949
19.	Answers to the questions asked in connection with the facilities for Education in Mother Tongue in Primary and Secondary Stages.	25.02.1949
20.	Replies to the questions asked in Legislative Assembly in Connection with the scholars sent abroad for advanced Technical Studies.	25.02.1949
21.	Speech at the Diamond Jubilee Celebration of the Scindia School, Gwalior.	26.02.1949
22.	Speech in the Indian legislative Assembly on General Budget—List of Demands and replies to the questions raised by the Members during the speech.	18.03.1949

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23.	Replies to the questions asked in C.A.I. (L) about the return of historical documents and ancient books from foreign countries.	24.03.1949
24.	Replies to the questions raised in connection with the publication of Pamphlet, Guide or Book on Bodh Gaya.	01.04.1949
25.	Answers to the questions raised in connection with the Excavation of Vikramshila in Bhagalpur district of Bihar.	01.04.1949
26.	Election to All India Council for Technical Education (Speaker's announcement regarding the motion moved by Maulana Abul Kalam Azad in the Indian Legislative Assembly).	01.04.1949
27.	Motion moved by Maulana Abul Kalam Azad in the Indian Legislative Assembly about the election to the Central Advisory Board of Archaeology.	05.04.1949
28.	Speech at the inauguration of the National Commission of UNESCO.	09.04.1949
29.	Speech on the occasion at the laying of foundation of the Central Institute of Education in New Delhi.	18.04.1949
30.	From Tara Chand to Rajaji (Enclosures to the previous document, note on the appointment of a Committee to investigate the affairs of the Banaras Hindu University).	30.05.1949
31.	From C. Rajagopalachari	07.06.1949
32.	To Jawaharlal Nehru	09.06.1949
33.	From Jawaharlal Nehru	13.06.1949
34.	To C. Rajagopalachari	18.06.1949
35.	From C. Rajagopalachari	20.06.1949

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36.	From Rajendra Prasad	24.06.1949
37.	From Vallabhbhai Patel	23.07.1949
38.	Speech delivered at the Provincial Education Ministers' Conference, held in New Delhi.	19.08.1949
39.	Address at the Conference for the cultural cooperation between Indian and Asian Countries held in New Delhi.	21.08.1949
40.	To. C. Rajagopalachari	22.08.1949
41.	Inaugural address at the All Indian Conference on Arts, held in Calcutta.	22.08.1949
42.	Inaugural speech at the UNESCO Seminar on rural adult education, held in Mysore.	02.11.1949
43.	Replies to the questions in the Constituent Assembly of India (Legislative) in connection with the exchange of students with Russia.	02.12.1949
44.	Replies to the questions asked in connection with the overseas scholarships.	02.12.1949
45.	Replies to the questions asked regarding the Local advisers for Indian Students in U.K. and U.S.A.	07.12.1949
46.	Replies to the questions asked in connection with the Scholarship for training abroad.	07.12.1949
47.	Replies to the questions asked in connection with the Wardha Scheme.	07.12.1949
48.	Replies to the questions asked regarding the invitation of the Government of India, to Dr. Frank C. Laubach to tour India.	12.12.1949
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50.	Replies to the questions asked about the Higher Secondary Schools.	15.12.1949
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55.	From Rajendra Prasad	24.12.1949
56.	Speech delivered at the meeting of the Central Advisory Board of Education, held in Cuttack.	08.01.1950
57.	Replies to the supplementary questions asked in connection with the students from countries overseas.	13.02.1950
58.	Replies to the questions asked in connection with the students from the Philippines.	13.02.1950
59.	Replies to the questions asked in connection with the allegations against Delhi University's Vice-Chancellor.	21.02.1950
60.	Replies to the questions asked in Parliament in connection with the Physical Education in Schools.	21.02.1959
61.	Replies to the questions asked in Parliament regarding the Grants of Local Bodies.	21.02.1950
62.	Replies to the questions asked in connection with the students in U.S.A. and U.K.	21.02.1950
63.	Replies to the questions asked regarding the Grants to Universities.	21.02.1950

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64.	Replies to the questions asked in connection with the Primary and Secondary education in Centrally administrated areas.	24.02.1959
65.	Replies to the questions asked in connection with the History of Indian Philosophy.	24.02.1950
66.	Replies to the questions asked in connection with the Archaeological Survey of Agroha	24.02.1950
67.	Answers to the questions asked regarding the University Commission.	24.02.1950
68.	Replies to the questions asked in connection with the Basic Education.	24.02.1950
69.	Replies to the questions asked in connection with the Central Advisory Board of Education.	24.02.1950
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71.	Replies to the questions asked about the removal of Finds from Nagarjunakonda.	24.02.1950
72.	Speech in the Lok Sabha during the discussion on General Budget (List of Demands) and replies to the questions raised in this connection.	15.03.1950
73.	Replies to the questions asked about the Federal Library in New Delhi.	29.03.1950
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75.	Replies to the questions asked in connection with the Indian Statistical Institute.	29.03.1950
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79.	Replies to the questions asked about the French Students.	14.04.1950
80.	Replies to the questions asked in connection with the ancient monuments in Sibsagar in Assam.	14.04.1950
81.	From Vallabhbhai Patel	03.06.1950
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86.	Inaugural address at the Indian Historical Records Commissions Conference, held in Nagpur.	25.12.1950

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87.	From Rajagopalachari to Vallabhbhai Patel	25.04.1950
88.	From Vallabhbhai Patel to C. Rajagopalachari	26.04.1949
89.	From Jawaharlal Nehru to Vallabhbhai Patel	13.06.1949
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94.	From C. Rajagopalachari to Jawaharlal Nehru	24.06.1949
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96.	From C. Rajagopalachari to Vallabhbhai Patel	26.08.1949
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Document No. 1

LETTER FROM PT. JAWAHARLAL NEHRU TO MAULANA ABUL KALAM AZAD

New Delhi
4 January, 1949

My dear Maulana,

I am very glad to read your statement¹ on the Turkish earthquake.² I have just sent a telegram to Rajendra Babu³ suggesting that he should send £100 on behalf of the Congress to Turkey. I hope it may be possible also for the U.P.P.C.C. to send Rs. 500.

As you know, I spent two days in the Punjab. I think it is felt urgently necessary that you should spend some days there as soon as possible. In spite of the complicated situation there, there are many hopeful signs and good material. I should have liked to see you before you went there. But I shall be away from Allahabad from the 6th to the 14th touring in Aligarh, Meerut, Bulandshahr, Muzaffarnagar, Saharanpur and Moradabad.

Yours affectionately,
Jawaharlal Nehru

1. Azad stated that the Congress Party would like to send a small amount as a token of goodwill for the victims of earthquakes in Turkey.
2. There were earthquakes in Turkey in three successive years :1946, 1947 and 1948. Anatolia and Erzerum Provinces suffered severe damage, killing nearly one thousand and destroying a number of villages.
3. Dr. Rajendra Prasad, the then, Chairman Constituent Assembly of India.

Document No. 2

SPEECH OF MAULANA AZAD. DATED 7-1-1949 AT THE MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD IN ALLAHABAD

Twelve months have passed since we met last in Delhi. That was the first meeting of the Central Advisory Board of Education held after the achievement of independence. Naturally we were full of enthusiasm and wanted to proceed with our programme of educational expansion as rapidly as possible. It was in this spirit that the Ministry of Education went ahead with its schemes and prepared a programme for realising our long cherished plan of expansion of education for the country.

You are, I am sure, aware of the sudden deterioration in the economic condition of the country which faced us during the latter half of the year. The danger of inflation and a rising spiral of prices grew so great that the Cabinet was compelled to reconsider the position and appoint an Economy Committee. That Committee recommended a drastic cut in the expenditure of all the Ministries and pressed that all development programmes must be suspended or at least slowed down. I realise the importance of economy, but at the same time feel that education is a matter which cannot brook suspension or even delay. Nevertheless, as the economic situation grew graver, the Cabinet was forced to give precedence to the resolution of the financial crisis over all other activities of the Government. Much against my will, I therefore agreed to slowing down the tempo of our educational development but insisted that, as soon as there was some improvement in the situation, education must be one of our first priorities for the resumption of the full development programme.

Even with this slowing down, the present position marks a great improvement on the conditions that prevailed before 1947. Before the attainment of independence the education budget of the Government of India was in the neighbourhood of Rs. 2 crore. The first financial year of independence has been a perceptible expansion in the education

budget and the next year's budget—in spite of financial difficulties and drastic economy—will be well over twice the amount of pre-independence days. I am glad to say that the New Year has brought with it a gleam of brighter days. I am hoping that I will soon be in a position to announce that the Government would go full steam ahead with the programme of expanding the National Education in all its stages.

The first and foremost task of the National Government is the provision of free and compulsory basic education for all. In your last meeting, you stressed its urgency. This was reiterated by the All India Educational Conference which met immediately thereafter. You will remember that I pointed out to the Conference that the 40 years' programme laid down in the Report of the Central Advisory Board seemed too long and should be reduced. I also suggested that its programme of construction of school houses required fresh scrutiny in order to bring the expenditure within the limits of our financial capacity. I am glad to say that the Conference accepted both the suggestions and recommended that an expert committee should be appointed to go into the question in order to suggest ways and means for reducing the period and the cost of buildings. Accordingly, a committee of experts under the chairmanship of the Hon'ble B.G. Kher was appointed and it has submitted its interim report. According to this report, universal compulsory basic education can be introduced within a period of 16 years by two five-year and one six-year plans. The first five-year plan will aim at bringing that education to a major portion of the children of the country within the age-group of 6-11. The second five-year plan will extend compulsion to the remaining children of the same age-group so that at the end of ten years all children between the ages of 6-11 will be under compulsory instruction. The six-year plan will then extend the scope of compulsion to 14 so that at the end of 16 years the programme of 8 years' basic education for children between 6-14, as envisaged by the Central Advisory Board, will be completely realised.

The Committee also went into the question of finances and suggested that the Centre should provide 30 per cent of the expenses while the provinces and local bodies should find the remaining 70 per cent. The following table shows the total expenses that would be incurred from year to year:

Year	Expenditure of compulsory education	Incidental expenditure	Total expenditure
	Rs.	Rs.	Rs.
1949-50	9,38,38,00	4,69,19,00 50% of col. (2)	14,07,57,00
1950-51	19,03,34,000	7,61,33,600 40% of col. (2)	26,64,67,600
1951-52	29,26,57,000	8,77,97,100 30% of col. (2)	38,04,54,100
1952-53	39,85,66,000	7,97,13,13,200 20% of col. (2)	47,82,79,200
1953-54	50,84,25,000	5,08,42,500 10% of col. (2)	55,92,67,500
1954-55	77,15,88,00	..	77,15,88,00
1955-56	104,73,44,00	..	104,73,44,00
1956-57	133,35,90,000	..	133,35,90,000
1957-58	154,95,58,000	..	154,95,58,00
1958-59	177,87,21,00	..	177,87,21,000
1959-60	202,63,63,000	..	202,63,63,000
1960-61	226,34,00,000	..	226,34,00,000
1961-62	251,25,38,000	..	251,25,38,000
1962-63	263,48,36,000	..	263,48,36,000
1963-64	276,32,49,000	..	276,32,49,000
1964-65	288,36,93,000	..	288,36,93,000

1. These figures take account only of the provinces and exclude the States.

2. Incidental expenses are included to cover (i) the cost of increased salaries of teachers in existing schools, (ii) the cost of educating older children who may join the new schools, and (iii) the other expenses which would follow from the increase in the number of pupils at all stages. This percentage has been reduced year by year for the reason that as more and more students are covered by the compulsory scheme the excess of expenditure is bound to decrease.

3. These figures have been calculated on the basis that compulsion will be applied to 40 per cent of the age-group 6-7 during 1949-50 and advanced year by year so that at the end of the first five years 40 per cent of the age group 6-11 will be under compulsion. The second five-year plan will start with compulsion for the whole of the age-group 6-7 and 40 per cent of the age-group 7-11. Here also compulsion will be extended year by year so that at the end of second five-year plan compulsion will be applied to the whole of the age-group 6-11. During the six-year plan, compulsion will be applied in the first year to 50 per cent of the children in the age-group 11-12 and extended year by year so that at the end of three years there will be compulsion for 50 per cent of all children in the age-group 11-14. The second three years will extend compulsion to the remaining children till in six years all children in the age group of 11-14 are brought under compulsion.

The Ministry of Education have accepted this interim report and tried to provide funds in our next year's budget on that basis. In view of the economic and financial dangers to which I have already referred, it has not, however, been possible to provide for the entire amount. Much against my will, I have been compelled to agree to a proposal to postpone the consideration of this scheme for the time being. One factor which weighed with me was that the Central contribution would be effective only if the provinces are in a position to provide their share of the expenses. The financial position of the country makes one doubt if the provinces can find the necessary funds. It has been decided to consider the question again some time before March to find out how far we can carry out the plan. The Government have, however, provided funds for the training of teachers so that, as soon as the economic situation improves, we can go ahead with the programme of basic education.

We all realise the importance of basic education for the future welfare of the State. Equally important for immediate progress is adult education. In a democracy, the provision of such education is all the more necessary as without an educated electorate democracy cannot perform the functions expected of it. For this, we want not merely literacy, but mental development of the adults so that they can take an intelligent interest in the affairs of their country and the world. The scope of adult education has therefore been extended and to mark this change it is proposed to call it social education in future. The committee which you appointed to prepare a scheme of adult education for the country has submitted its report and has also suggested this change of name. The Government have generally accepted the recommendations of the Committee and I am glad to announce that, in spite of inflation and its attendant financial difficulties, we have been able to provide funds in the next year's budget for the implementation of the plan.

I am also glad to inform you that a beginning has been made in the Province of Delhi with programmes for both basic and social education. Plans for the purpose were approved long ago but for reasons into which I need not enter here they were not carried into effect. The Ministry of Education decided that there should be no further delay and the scheme should be worked out in Delhi to serve both as an example and a challenge to other provinces. Accordingly, the Delhi Provincial Post-War Educational Development Board was formed. I have myself attended almost every meeting of the Board to ensure that programmes are put into effect as early as possible. In order to get over the difficulty of securing a sufficient number of trained teachers, it was decided to take trained refugee teachers from West Punjab and give them a short refresher course at Jamia Millia, Delhi. Two batches of teachers have already received their training and a third batch will soon start its course. Since then we have been able to establish two training institutes — one at Ajmer for men and the other at Delhi for women — and we hope that they will help to meet the demand for trained teachers for new basic schools as they are founded.

The first set of 47 schools was started on July 1, 1948, and the second set of 50 schools from the second half of November 1948. A third group of 50 schools will start from April 1, 1949, and it is hoped that before the end of the financial year 1949-50 the entire area of Delhi Province will be covered by such basic schools.

In order to make the programme of basic and social education one of immediate interest and utility to the villagers, it has been decided that these village schools will not only be places of instruction for the village children, but also centres of community life in the villages. They will provide instruction to children, adolescents and adults and, in addition, serve as places of recreation and sport. It is also proposed to give the villagers practical training in some craft in order to improve their economic status and to organise sports and other forms of recreation for increasing their social and community sense. We have taken the help of the Ministries of Health, Labour, Information and Broadcasting, and Agriculture and prepared a composite syllabus which will be gradually introduced in these schools. The following 12-point programme will give a brief indication of the aims we have in view in the scheme of social and basic education:

- (1) The village school will be a centre of instruction, welfare work, sports and recreation for the entire village.

- (2) Separate times will be allotted to children, adolescents and grown-ups.
- (3) Certain days in the week will be reserved exclusively for girls and women.
- (4) A number of motor vans fitted with projectors and loud-speakers are being secured to visit the village schools. Film and magic lantern shows will be given and recorded talks played. It is proposed to visit each school at least once a week.
- (5) Schools will be provided with radio sets and arrangements will be made for broadcasting special programmes for school children, adolescents and grown-up people in the light of the scheme of social education sketched above. About 140 sets have already been provided by the Ministry of Information and Broadcasting and more will be supplied as soon as possible.
- (6) Popular dramas will be organised in the schools and from time to time prizes given for the best plays produced.
- (7) There will be provision for teaching national and community songs.
- (8) Arrangements will be made for giving simple instruction in some craft or industry suited to the locality.
- (9) Lectures will be arranged in co-operation with the Ministries of Health, Agriculture and Labour to instruct villagers in the simple laws of social hygiene, methods of agriculture, cottage industries and co-operative activities.
- (10) In co-operation with the Ministry of Information and Broadcasting, suitable films and slides will be shown from time to time. Arrangements will also be made for visits of public men to speak to the villagers on problems of national importance. The help and assistance of public bodies interested in constructive work will be invited to give effect to the programme of social education.
- (11) Arrangements will be made for organising group games. Competitions will be held from time to time between different schools and villages.
- (12) Periodic exhibitions, fairs and excursions will be organised.

Only a beginning has been made in our scheme of social and basic education in the villages but this in itself has been a revelation to me and to all those who have seen the scheme at work. For long it has been said

that villagers have no realisation of the importance of education. Their age-long inertia, sloth and poverty have been held as obstacles to the introduction of a scheme of National Education. It has been feared that because of their ignorance and superstitions, they may even resist any scheme of compulsory education and force may have to be used to bring education to their children. Experience in Delhi has completely dispelled these fears. I had always held the view that the villager in India has been misjudged in this respect. I have great pleasure in announcing that from the very first day of the programme, villagers in Delhi have responded with an enthusiasm that is beyond all expectations.

One of the methods we propose to use for extending social education as quickly as possible is the holding of educational *melas* or fairs from time to time. It is intended to organise sports during these *melas* as well as arrange visits and lectures of prominent public men. In addition, the villagers will be encouraged to produce dramas of their own as well as exhibit products of local industry and craft. Educational films and radio programmes will be among other features at these *melas*. Two such *melas* have been held in Delhi – one in the month of November and the other only a few days ago. Villages – men, women and children – have responded with an enthusiasm that has been most heartening. Villagers have not been only passive spectators but active participants. Each *mela* has called into activity latent energies of not only the village where it was held but of the entire locality. The experience of these two *melas* has confirmed me in my belief that the Indian villager is on the march today and is thirsting for knowledge. He is ready and anxious for progress and the fault will be entirely ours if we fail to provide him with the means of education on all fronts. I earnestly hope that the provinces will take up the plan and organise at least one *mela* a month in every province.

Since the last meeting of the Central Advisory Board of Education, the whole question of scientific and technical studies has been surveyed afresh. You will remember the scheme of Overseas Scholarships instituted by the old Government for training our scientific and technological personnel. Experience showed that the Scheme required thorough overhauling and I appointed for the purpose a committee with Dr. B.C. Roy as its chairman. I also felt that a general survey of our scientific and technological resources and requirements should be made and entrusted the Scientific Manpower Committee with that task.

Both these Committees have recommended that immediate steps must be taken for strengthening the existing technological institutions in the country and starting new institutions for imparting instruction of the highest standard. They have rightly pointed out that it would be in the interest of the country to provide for such instruction within the country itself. This would gradually obviate the necessity of sending large numbers of students abroad. Till such time, however, as arrangements for imparting instruction up to the highest standard are complete, the despatch of students abroad must not cease.

The Government have generally accepted the recommendations of both these Committees and drawn up a modified scheme of Overseas Scholarships which will aim both at strengthening the teaching personnel in our universities and scientific and technological institutions and providing the necessary staff for carrying through the industrial development of the country. I have no doubt that you have already examined the papers circulated to you and will, if necessary, make constructive suggestions to strengthen our hands in carrying through the above programmes.

I have referred to the great financial difficulty with which the country is faced today. This has compelled us to slow down our programme in many aspects of the educational development of the country. This is a contingency which I cannot but regret and the more so when I remember the extremely inadequate provision made for education of all types in India. When we compare the figures for educational expenditure in India with those in other countries, I cannot help feeling that we have, in fact, not yet made a beginning with a programme of National Education in the truest sense of the term. I have already referred to the extremely meagre educational budgets of the pre-independence days. In spite of the progress made since then, I am sorry to say that the provision for education last year amounted to only Rs. 3,85,00,000 out of a total Central Budget of Rs. 395 crore (excluding the Railways), *i.e.*, less than 1 per cent. During the same year, the total of the provincial budgets shows a figure of Rs. 247 crore of which only about Rs. 30.5 crore were spent on education. Thus, in the case of India as a whole, only a little over 5 per cent has till now been spent for educational purposes and though the budget for 1949-50 will show a perceptible improvement, I must confess that the expenditure is not yet up to my expectations.

These figures may be compared with the amounts spent on education in countries like the U.K. and the U.S.A. In the U.K. the State spends on education £ 214,896,000 out of the total budgeted expenditure of £ 2,975,679,000. This represents about 7 per cent of the total budget, but, in addition, another 4 per cent of the total expenditure is contributed by local bodies. Thus in the U.K., the proportion of expenditure on education to the total budget is about 11 per cent. In the U.S.A. the total national expenditure on education to the total budget is about 11 per cent. In the U.S.A. the total national expenditure on education is the colossal figure of 12,050,000,000 dollars. The total budgeted expenditure of the Federal Government is in the neighbourhood of 40,000,000,000 dollars. Thus, for a population of about 50 millions, the U.K. is spending about £ 300 millions, and for a population of about 140 millions the U.S.A. is spending 12,000 million dollars.

It may also be mentioned that according to the Steelman Report, the U.S.A. proposes to spend by 1957 one per cent of the total national income—not the State Revenue—for purposes of research alone in the universities and industries. This will represent a figure of something like 2,000 million dollars (approximately Rs. 750 crore). In addition, the U.S.A. Government propose to provide a sum of about 300 million dollars (Rs. 100 crore) for equalising the opportunity of secondary and university education for children of comparatively poorer parents. Similarly, Great Britain is spending 76.5 millions (Rs. 110 crore) for fundamental and applied research.

Not content with this, the British Government have now under consideration a proposal for further expanding the facilities for higher education by which from 1951 onward, over ninety per cent of the places in the universities and institutions of higher learning will be free. In other words, the process of compulsory education, which started in Great Britain in 1870 by providing universal free education at the primary stage and has continued since 1902 by the provision of free secondary education in the Grammar and the County Schools, has now been brought to its final fruition by making even university education for all practical purposes free and universal. No one can for a moment suggest that Great Britain has not her own financial and economic difficulties. This has not, however, prevented the implementation of her educational expansion programmes, and I trust and hope that we in India also will not allow considerations of financial stringency to hold up for a day longer than is absolutely necessary the programme of universal compulsory and free basic education which is essential for building up the free and democratic India of our dreams.

I have so long spoken to you about basic and social education. University education is, however, of equal importance for the future progress of the land. The recent World War has raised in every country of the world new questionings about the aims and objects of higher education. Such enquiry is of even greater importance to us in the context of our newly won freedom. I will not, however, go into this question today, as we have appointed the Universities Commission to examine the problem of higher education in all its aspects. You have pressed for the appointment of such a Commission for the last three years, and rightly so, for there has been no comprehensive survey of higher education in India since the Sadler Commission submitted its report. Even the Sadler Commission confined itself primarily to one university but the Indian Universities Commission, 1948, has been charged with an enquiry into the whole structure of our higher education in the universities and other institutions of study and research. I am glad that we have as chairman of the Commission so eminent an educationist as Prof. Sarvapalli Radhakrishnan. He is being assisted by able colleagues from India and abroad. I am particularly happy that distinguished educators of the U.K. and the U.S.A. have offered us their services in this venture. I am hoping that the Commission will submit their report before the end of the year.

Before concluding, I will draw your attention to one other burning problem of the day. You recommended and the Government of India agreed that the medium of instruction in the primary stages must be the mother tongue. All provinces have accepted the principle, but I think you will agree that as yet only the general principle has been laid down. Difficulties have, however, been felt in working out the details and giving a practical shape to the principle. There is no problem where the mother tongue of the pupil is also the State language, but, where this is not the case, doubts have arisen on several points. It has not been clearly laid down at what stage the State language should be introduced as a second language. Nor is it clear when it should replace the mother tongue as the medium of instruction in schools. These and allied questions should be examined in detail; and fair and practicable solutions found so that nobody may have any ground for grievance. The Government of India could have taken a decision themselves, but I feel that your advice in the matter will be invaluable, as you represent not only the provinces and the states but also the enlightened opinion of the country.

I trust that you will give special attention to the problem during this session and define in a clear and unambiguous manner the detailed procedure for giving effect to an agreed principle. By doing so you will not only solve one of our most difficult educational problems but also render a real service to national unity.

Document No. 3

LETTER FROM PT. J.L. NEHRU TO MAULANA ABUL KALAM AZAD

New Delhi
January 10, 1949

My dear Maulana,

It is rather odd for me to write to you to suggest a grant to an institution in view of the big cuts that have been made in your budget. I am doing so with considerable hesitation.

I enclose a letter¹ from Swami Kuvalayananda. This letter was handed to me by Shri B.G. Kher, Premier of Bombay, with his strong recommendation. I think the work that Kuvalayananda is doing is rather unique and might prove to be of great importance.² The Bombay Government is supporting it. For the present the question is not of any big grants, but rather of an initial token grant of Rs. 10,000 which would help him in many ways.

There is a great deal of interest in foreign countries now in the scientific aspect of yoga training. Indeed Kuvalayananda has been invited by foreign universities especially in America. I would be very sorry if he left India and started his work somewhere else, because I think that this work should be done in India. As a man Kuvalayananda is capable and attractive and earnest. I have known him for a large number of years and learnt something from him. My father used to consult him also.

1. Swami Kuvalayananda had requested Nehru to give at least a token grant that year to encourage the work of yoga in his institution.
2. Swami Kuvalayananda was carrying on scientific research in yoga in Kaivalayadhama at Lonavla.

I mentioned this matter to Dr. Matthai. He said that it would be a good thing for this support to be given by the Government of India. The sum involved was so small that it was hardly worthwhile for the Finance Ministry to make a special grant. It might come out of other normal grants

Yours sincerely,
Jawaharlal Nehru

Document No. 4

MAULANA'S SPEECH AT THE SIXTH MEETING OF THE CENTRAL ADVISORY BOARD OF ARCHAEOLOGY, HELD IN NEW DELHI ON 7-2-1949

In welcoming you to the annual meeting of the Advisory Board of Archaeology, I wish to share with you certain thoughts about the development of archaeological studies in this country. Our main concern must naturally be with the programmes of future expansion, but it is only right and proper that before we do so we should give some thought to the progress of such studies in India and elsewhere up to now.

It has for many centuries been recognised that outside China, the three most ancient centres of civilisation in the world have been India, Mesopotamia and Egypt. For centuries, scholars all over the world have been interested in their history. It has also been recognised for the last 200 years that archaeology offers almost the only key to the history of ancient times. Paper was unknown in these early days, and even after it was invented, records written in paper perished far more easily than the history written in stone and metal.

Recognition of this fact led to extensive archaeological surveys and excavations in Egypt and Mesopotamia with the result that we have today a fairly satisfactory account of their ancient history. In the case of Egypt, not only have the secrets of her ancient hieroglyphics been deciphered but her history ranging back to 5,000 B.C., with the achievements of her 32 royal dynasties, has also been uncovered. In Nineveh and Babylon, excavations have unfolded to us the history of the ancient civilisation built by the Sumerians and the Akkadians of some five thousand years ago. Entire libraries of books written on earthen tablets and even a dictionary of the language have been found giving us an insight into the life of the times. It is therefore surprising that, so far as India is concerned, no attempt was made to utilise the resources of archaeology to discover her ancient history. It would be literally true to

say that the history of India is still concealed in the depths of the soil waiting for the archaeologist who will bring new data to light to reconstruct the history of ancient India.

One reason of this comparative neglect of archaeology in India may be that Egypt and Mesopotamia are on the fringe of the European civilisation. For many centuries, the Mediterranean basin has been the home of European culture and modern European civilisation has obvious affiliation with these areas. Nor can it be forgotten that the Old Testament is full of references to both Egypt and Mesopotamia so that Europe felt a natural interest in their past history. Another reason for European interest in these areas may be that the Arabs had developed the historical science to a high level of excellence. We find that even before the rise of modern Europe, elaborate studies had been undertaken by the Arab historians in the civilisation of Egypt and Mesopotamia. It was therefore natural that European scholars should take to the study of these civilisations and carry out the extensive excavations which have lit up the history of ancient times.

In spite of the facts mentioned above, it still seems somewhat strange that archaeology should have developed so late in India. A European power was paramount in the country for almost two centuries. It saw specimens of architecture and monuments which proclaimed a proud and ancient civilisation. It was also aware that the civilisation here dated back to a dim past of which only fragmentary knowledge was available to the world. Its officers must have come across ruined cities and monuments which promised to be an excavator's paradise. It is on record that as early as the beginning of the nineteenth century, the well-known historians, Elphinstone and Barnes, when they were marching towards Afghanistan, were struck by the moulds they found in the district of Rawalpindi. They also came across Greek coins and speculated whether the moulds they saw contained the ruins of the ancient city of Taxila. In spite of all these incentives to an archaeological survey, hardly anything was done in any part of India till the middle of the nineteenth century.

✓ The Asiatic Society of Bengal was, as in so many other fields, the pioneer of archaeological studies in the country. It decided in 1796 to found a museum for housing collections made by the officers of the East India Company. An impetus to the study of Indian archaeology was given by the discovery in the second quarter of the nineteenth century ✓ of the key to Brahmi and Kharoshti scripts by James Prinsep. In 1848, General Alexander Cunningham impressed upon the Government of

India the necessity of preserving the ancient monuments by the appointment of a suitable officer. His suggestion was accepted and in 1860 Lord Canning established the Archaeological Department with Cunningham as the first Archaeological Surveyor of India. To Prinsep and Cunningham, India owes an incalculable debt for the preservation of her monuments.

I do not wish to go into the details of the chequered history of the department since then. In 1866, the department was sought to be abolished, but it was revived in 1870 under the pressure of public opinion. The work of the survey was extended to South India only in 1874. There was a further impetus to the development of the department under Lord Lytton and the Indian Treasure Trove Act VI of 1878 was passed. After 1889 there was again a disruption in the department and for several years the work was in a state of complete abeyance. The department was reconstituted after 1895, but it was only with the arrival of Lord Curzon that it received a fresh lease of life. Lord Curzon regarded the promotion of archaeological study, the encouragement of research and the preservation of the relics of the past as part of the "Imperial Obligation to India" and re-established the department with Sir John Marshall as Director General of Archaeology in 1902. It was at the instance of Lord Curzon that the Ancient Monuments Preservation Act VII of 1904 was passed by the Indian Legislature. In 1921, Archaeology, including the Epigraphic Branch, was taken over as a central subject and since then it has continued as such even though the activities of the department were seriously curtailed during the retrenchment campaign of 1931.

During recent years, the department has undertaken important works of excavation, of which the most notable are the Khokrakot Excavation, District Rohtak, East Punjab, in 1937; the Sardhari Excavation in N.W.F.P., in 1938; and the Ahichchhatra Excavation in Bareilly, U.P., during 1941-43. Some work was also done in 1940 in Rajghat, Banaras. In 1944, the Excavation Branch was reconstituted by the Government of India and excavations were undertaken in 1944 at Taxila, in 1945 at Arikamedu near Pondicherry, in 1946 at Brahmagiri and Chandravalli in Mysore State, in 1947 at Harappa and in 1948 at Sisupalgarh. The exploration of megalithic sites in the Madras presidency was also started in 1946. The survey of the Chitaldurg district has now been completed and some work also done in Cochin. There are several new sites which the department propose to take up as soon as the work at Sisupalgarh has been completed, and its report is published. These include sites at Amaravati in Guntur and Rajgir in Bihar.

Up to now, not much work of excavation has been done in the Indian States. Such work, especially in Bikaner and Jaisalmer, has, however, attained a new importance since the partition of India. Most of the sites explored with a view to having a clear idea of the Indus Valley civilisation have fallen within the boundaries of Pakistan. Bikaner and Jaisalmer were, however, important centres of that civilisation in the past. It is therefore hoped that a thorough exploration of the sites in these areas may throw new light on the history of civilisation connected with the Indus Valley.

The department has no provincial centres but in order to carry out archaeological work in the provinces, it has been divided into the following seven circles :

- (1) Northern Circle, Agra.
- (2) Central Circle, Patna.
- (3) Eastern Circle, Calcutta.
- (4) South-Eastern Circle, Visakhapatnam.
- (5) Southern Circle, Madras.
- (6) Western Circle, Poona.
- (7) Delhi Circle, New Delhi.

The department has helped societies and bodies, whether governmental or private, in carrying out excavations. It is now helping Allahabad University in the excavations at the well-known site of ancient Kausambi. It has also offered assistance and advice to various local societies and research institutions.

The work of the department is divided into four branches, namely, Epigraphical Branch, Chemical Branch, the Excavation Branch and the Museums Branch. Another important activity of the department is the publication of the results of excavation and other research work. The publications of the Archaeological Survey of India have at times assumed different forms and represented various degrees of scholarship and merit, but they have on the whole constituted a noble mine of information for any future historian of India.

It is now proposed to revive the publication of the *Archaeological Memoirs* which was suspended during the war. Material for two volumes is already in hand. In addition, the department proposes to issue a series of short guides to archaeological monuments and inscriptions. It is also proposed to publish picture post-cards, albums of monuments

and museums in addition to the regular journals like *Ancient India*, *Epigraphia Indica*, *Epigraphia Indo-Moslemica* and the various annual reports.

The publication policy of the department requires revision and expansion. Until recently, almost all our publications were in English. The time has now come when publications in important Indian languages must be undertaken in order to make the results of research available to an average citizen. I propose to make a beginning in this respect as soon as possible.

I have referred to the desirability of the issue of albums and picture post-cards in order to popularise the work of the department with the general public. This must be done on a far wider scale than has been the case till now. Two types of albums should be produced. There should be albums for presentation – at a somewhat higher price – which could be used not only by the lovers of art in India and outside, but also by schools, colleges and other educational institutions for prizes to deserving students. A second type of cheaper album should also be placed in the market to bring it within the reach of the general public. At the same time, the department should discuss with the Ministry of Communications advisability of issuing picture post-cards by post-offices throughout the country. A far wider public would thereby be reached than by any other method.

I feel that we must also explore the possibility of utilising the film in order to present our archaeological and architectural monuments to the people of our country and the world outside. Well-produced films would not only bring out the beauty of such buildings but also make them alive and interesting to a vast number of our people. Other countries have used films as a media for the education of the people in the ancient history of the land. Here, in India also, a provision could be made, by which every cinema would be required to show for at least 10 minutes films depicting some aspect of Indian history and culture.

I have pointed out to you that our history is still concealed beneath the surface of the earth. A fresh start of exploration and excavation on a much larger scale is necessary to unearth that history. This requires strengthening of the staff in all branches and a complete re-organisation of the department. I am also convinced of the necessity to provide permanent training facilities for students outside the department. Such training is essential for successful archaeological work and you will be glad to hear that we have recently sent two officers for advanced

training in the U.K. I have not lost sight of the urgency of a properly equipped National Museum for India. A beginning has already been made, and I am doing all that is possible to bring the scheme to a successful conclusion as early as possible.

You will, however, realise that in view of the present financial difficulties, it may not be possible to do all that is desirable or necessary. Nevertheless, archaeology is so important for a proper appreciation of our history that something must be done in spite of the present difficulties. I can assure you that the Government of India will do whatever is possible within the limitations of finance. You must also advise the Government as to how best to utilise our limited resources during the period of stringency and prepare a long-term programme of work which can be undertaken as soon as the economic position improves.

Document No. 5

MAULANA AZAD'S REPLIES IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) DATED 9-2-1949 TO QUESTIONS ASKED IN CONNECTION WITH THE INDIAN HISTORICAL AND ART RELICS IN FOREIGN COUNTRIES

Seth Govind Das: (a) Will the Honourable Minister of Education be pleased to state whether Government are aware of the desire among Indians to get back their historical and art relics taken away by foreigners?

(b) Is it a fact that Government propose to appoint a Committee to prepare a list of such relics in various countries?

(c) What steps do Government propose to take to bring such relics back to India?

The Honourable Maulana Abul Kalam Azad: (a) Yes, Sir.

(b) and (c) Government have before them the plan to have full and correct information about the historical and sculptural relics which are in the Museums of the foreign countries or which may be in the possession of individuals there. Government will take necessary action in the matter.

Seth Govind Das: Is the Honourable Minister aware of the fact that when I had put this question on the previous occasion I was given the same reply. In the circumstances may I know when the Government Report would be ready?

The Honourable Maulana Abul Kalam Azad: It is expected that the deliberations of the Committee will be finished within this year.

Seth Govind Das: On the last occasion the reply was given that as far as the British Museum is concerned with these things someone is to be sent from here so that he may bring these things back to India.

The Honourable Maulana Abul Kalam Azad: Yes, but later on this proposal was postponed, as it was thought that the work was a stupendous one and involved many countries. So it would be better to appoint a committee of 2-3 members for this purpose.

Shri H.V. Kamath: Do the Government propose to establish a museum of all these historical things?

The Honourable Maulana Abul Kalam Azad: Yes.

Shri H.V. Kamath: Will some part of the Government House at Delhi utilized for this purpose?

The Honourable Maulana Abul Kalam Azad: For the present nothing can be said in this respect.

Shri Deshbandhu Gupta: Will the Honourable Minister utilising his personal influence try to bring the doors of the Somnath Temple back to India?

The Honourable Maulana Abul Kalam Azad: These doors have once been brought back to India and are probably still lying in the Agra Fort.

Mr. Tajamul Husain: As the questions regarding historical things lying in foreign countries are being put I wish to ask the Government whether the Government have taken any action for retrieving the famous diamond Kohinoor?

The Honourable Maulana Abul Kalam Azad: No, no action has been taken.

Mr. Tajamul Husain: I wish to ascertain why no action has been taken?

Mr. Speaker: Order, order. Reply has been given.

Document No. 6

REPLIES OF MAULANA AZAD TO QUESTIONS ASKED IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) BY SETH GOVIND DAS AND OTHERS DATED 9-2-1949 ABOUT THE REGIONAL LANGUAGE IN DEVANAGARI SCRIPT AS UNIVERSITY LANGUAGE

Seth Govind Das: (a) Will the Honourable Minister of Education be pleased to state whether the attention of Government has been drawn to the resolution passed by the All India University Teachers' Convention held in Delhi in the first week of December 1948, on the use of the regional language in Devanagari script as the University language?

(b) If so, what steps do the Government of India propose to take to implement the resolution of the Convention?

The Honourable Maulana Abul Kalam Azad: (a) The All India University Teachers' Convention did not send to this Ministry copies of any of the resolutions passed by them, but the Ministry are aware of the resolutions that were passed.

(b) In view of the fact that the Universities Commission is engaged in looking into all aspects of University Education, the Central Advisory Board of Education at their last meeting have recommended that a decision on this matter may be deferred till the Commission has submitted their report.

Seth Govind Das: When the Report of the Commission is expected?

The Honourable Maulana Abul Kalam Azad: It is expected that the commission would take nine months to complete its work.

Seth Govind Das: I wish to ascertain that if the Report of the Commission is not expected before nine months then will the matter referred to in part (a) of the question be kept pending.

The Honourable Maulana Abul Kalam Azad: I have just submitted that the Advisory Board has recommended that this matter would be settled when the said report is out. So naturally the report will be awaited.

Seth Govind Das: Is the Honourable Minister aware of the fact that as far as this question is concerned the Advisory Council has made no such recommendations?

Mr. Speaker: The honourable member is going into argument.

Mr. Frank Anthony: Is it not a fact that at a Vice-Chancellors' meeting held some time back, it was unanimously agreed to defer any change in the media of instruction for a certain number of years?

The Honourable Maulana Abul Kalam Azad: Yes, the recommendation was that for five years the medium of instruction in the University stage should be English, and change may be made afterwards.

Mr. Frank Anthony: Are the Government aware that hasty policies on the part of certain provincial Government are causing considerable hardships to linguistic minorities?

Mr. Speaker: Order, order.

Shri O.V. Alagesan: Will Government make it clear that they have no intention of abolishing the Provincial scripts and set at rest all doubts in the matter?

The Honourable Maulana Abul Kalam Azad: Government will thoroughly go into the question. It is clear that there are many aspects of this problem. The Government will take into consideration every aspect.

Shri Deshbandhu Gupta: Has the Honourable Minister received any recommendations in this connection from the Chief Commissioner's Advisory Council?

The Honourable Maulana Abul Kalam Azad: No, I am not in receipt of any such recommendations.

Shri O.V. Alagesan: May I have a translation of the answer given to my question?

Mr. Speaker: He will get in due course.

Dr. Mono Mohon Das: May I know, Sir, whether it is a fact that the Central Government do not like to interfere in the regional languages and scripts so far as administration and education in Universities are concerned?

The Honourable Maulana Abul Kalam Azad: The question of interference does not arise because the Central Advisory Board consists of representatives of all the Provinces and whatever decisions would be arrived at will be with their consultation.

Document No. 7

REPLIES BY MAULANA ABUL KALAM AZAD DATED 9-2-1949 IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) TO THE QUESTIONS ASKED IN CONNECTION WITH THE PAY OF LANGUAGE TEACHERS IN DELHI PROVINCE

Seth Govind Das: (a) Will the Honourable Minister of Education be pleased to state whether it is a fact that the Government of India, in sanctioning new grades of pay for teachers in Delhi Province, have shown discrimination between Hindi-Urdu teachers, Sanskrit-Persian teachers and English teachers in Higher Secondary schools?

(b) Do Government propose to give the new grades of pay sanctioned for the three categories of teachers?

(c) In view of the growing importance of Indian languages, do Government propose to consider the advisability of removing any such discrimination in the grades of pay of language teachers?

The Honourable Maulana Abul Kalam Azad: (a) No. The scales of pay prescribed for different categories of teachers are based on their qualifications. A statement showing the revised scales of pay is laid on the table.

(b) Yes. The scales prescribed will be applied to the different grades.

(c) The question does not arise as there is no discrimination in the grade pay of teachers.

Statement showing scales of pay prescribed for different categories of staff in Government schools, Delhi Province

Name of Post (1)	Existing scale (2)	Prescribed scale (3)	Remarks (4)
1. Principal of Higher Secondary School	200—10—40	350—25—500—30 590	Same as notified in the Gazette of India, dated 16-8-1947.
2. Headmasters and Headmistresses of High Schools	150—10—200—10—250	(i) 200—10—300 (ii) 300—20—400 (iii) 400—20—500	Do.
3. Headmasters and Headmistress of Vernacular and A.V. Middle Schools	80—4—100—4—160 plus special pay Rs. 20 (men) & Rs. 100—5—140—5—160 plus special pay Rs. 10 (women) and Rs. 140—10—190.	140—10—200—EB— 10—300 (for more than six classes) 100—8—140—10— 200 upto six classes.	Do.
4. Teachers in High School with the qualifications M.A., B.T. or M.A. with 3 years experience in a college.	Various Scales	200—10—250—15— 400.	
5. Teachers in High Schools with the qualifications B.A., B.T.	Various scales	80—5—120—8—200—10 300 (with initial start of Rs. 120 p.m. for B. Ts. & L. Ts.	

(1)	(2)	(3)	(4)
6. Graduates with Junior Training qualification viz., S.V., J.A.V. or J.V.	45-2-65	80-5-120-8-200-10/2-220.	Same as notified in the <i>Gazette of India</i> , dated 16-8-1947.
7. Matric (J.A.V.) Prabhakar, Shastri, Munshi Fazil & Adib Fazil.	Various Scales	68-4-120-5-70	..
8. S.V. (Matric or Middle)	Various Scales	68-4-120-5-170	Same as notified in the <i>Gazette of India</i> , dated 16-8-1947.
9. Arts & Handicrafts teachers, Smithy teachers and Carpenterary teachers.	Various Scales	68-4-120-5-170	..
10. Junior Oriental teachers (Vernacular non-Matric) teachers.	20-1-25	50-2-60-3-90	..
11. Untrained teachers	20-1-25	35-1-40-2-60	Same as notified in the <i>Gazette of India</i> , dated 16-8-1947.
12. Laboratory Assistants	20-1-35	30-1-50	
13. Matron in Govt. Training School for Women.	Rs. 50/-	55-3-85-4-125-5-130	
14. Librarians	60-4-100	(i) 55-3-85-4-125-5-130	(i) if untrained

15. Clerks	(ii) 68-4-120-5-170 Various scales	(ii) if trained 55-3-85-4-125-5-130.	Same as notified in the <i>Gazette of India</i> , dated 16-8-1947.
16. Bus Drivers	Rs. 40	Rs. 60-5/2-75	..
17. Peons, Sweepers, Chawkidars, Malis, Caller-women, Waterman, etc.	Rs. 13	Rs. 30-1/2-35	Same as notified in the <i>Gazette of India</i> , dated 16-8-1947.
18. Inter (Honours in Oriental Classical Languages).	Various scales	Rs. 80-5-120-EB-8-200-10/2-220.	
19. Inter (Honours in Vernacular Languages).	Do.	68-4-120-5-170 (with initial start of Rs. 76 p.m.)	
20. Oriental Teachers (Shastries etc.) non-matriculates, but teaching in High and Middle Departments.	Do.	68-4-120-5-160	
21. Junior Vernacular teachers (a) Matriculates. (b) Non-Matriculates	Do.	68-4-120-5-170 50-2-60-3-90	

(1)	(2)	(3)	(4)
22. Drawing Masters with the qualifications : (a) Matriculation and 2-year course in Art (b) Intermediate with 2-year course in Art	Do. Do. Do.	68-4-120-5-170 68-4-120-5-170 (with initial start of Rs. 76 p.m.)	
23. Physical Training Instructor with the qualifications (a) Matriculation and certificate in Physical Education (b) B.A. and Diploma in Physical Education	Do. Do.	68-4-120-5-170 80-5-120-8-200-10-300 (with initial start of Rs. 120 p.m.)	
24. Domestic Science Teachers with the qualifications: (a) Matric and Home Science Diploma (b) Inter and Teachers Training Diploma in Domestic Science	Do. Do.	68-4-120-5-170 80-5-120-EB.-8-200-10/2-220	
25. Music Teachers	Do.	68-4-120-5-170	
26. Librarian:			
(a) Untrained		55-3-85-EB-4-125-5-130 100-8-140-10-250.	
(a) Graduate with Diploma in Librarianship			

Document No. 8

MAULANA ABUL KALAM AZAD'S REPLIES IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) DATED 14-2-1949 TO THE QUESTIONS RAISED BY S.R.K. CHAUDHURI AND OTHERS ABOUT THE ARCHAEOLOGICAL EXCAVATIONS

Srijut Rohini Kumar Chaudhuri: Will the Honourable Minister of Education be pleased to state:

(a) whether any excavation has been conducted by the Archaeological or Anthropological Department of the Government of India for purposes of research and discovery within recent years and if so, when and with what result; and

(b) whether any assistance, monetary and otherwise, has been given by the Government of India to Kamrup Museum in Gauhati for this purpose and if so, what?

The Honourable Maulana Abul Kalam Azad: (a) Yes; the following excavations were carried out by the Department of Archaeology during the past four years of which the results are briefly indicated below:

1945. During April-June, 1945, excavations were conducted at a site called Arikamedu near Pondicherry, the capital of French India. Here an Indo-Roman trading station belong to the 1st-2nd centuries A.D. was brought to light. Of the structures discovered, a ware-house and a large factory-area deserve special notice. The excavations helped a great deal in chronologically classifying the local ceramic industry.

1946. During April-June, 1946, excavations were conducted at the well-known site of Harappa in the Punjab. Here a citadel of outstanding importance was brought to light. Besides, a cemetery belonging to the Harappa culture was also discovered.

1947. During March-May, 1947, excavations were undertaken at sites called Brahmagiri and Chandravalli in the Northern part of the Mysore State and it was here for the first time that the local megaliths were dated from circa 200 B.C. to the beginning of the Christian era.

1948. During April-June, 1948, the site of Sisupalgarh near Bhuvaneshwar in Orissa was excavated and a squarish fort measuring about 3/4ths of a mile each way, with an excellent lay-out and elaborate system of gateways ranging in date from circa 200 B.C. to A.D. 300 was brought to light.

(b) No monetary assistance for purposes of research has been given by the Government of India to Kamrup Museum in Gauhati which is a provincial museum. The Department of Archaeology has, however, made always available such advice as was possible for the development of the Museum. The Museum has also been presented with a representative set of Mohenjodaro antiquities and a representative set of painted potsherds from Harappa.

Srijut Rohini Kumar Chaudhuri: I would like to get this answer translated into English as it is in Urdu.

Mr. Speaker: Not necessary, I believe the honourable member understand Hindustani.

Srijut Rohini Kumar Chaudhuri: No, I did not understand some of the words, such is 'Khudayagaya' 'Jamana', etc.

Mr. Speaker: It seems to me, we are turning the occasion of the questions for a controversy about Hindi, Urdu and all that. I do not propose to allow it. If the honourable member has not really understood the answer, then of course, I would request him to study the same.

Srijut Rohini Kumar Chaudhuri: I could understand the answer in a way, but not fully.

Mr. Speaker: Then we may proceed with the supplementary questions.

Srijut Rohini Kumar Chaudhuri: Sir, I want to know whether since the establishment of the two Departments, any excavations has been done by the Archaeological Department in the province of Assam?

The Honourable Maulana Abul Kalam Azad: No.

Srijut Kuladhar Chaliha: After the discovery made by Dr. Hutton, has any scholar been deputed to carry out investigations in Assam in the field of anthropology?

The Honourable Maulana Abul Kalam Azad: I would like to have notice of that question.

Shri O.V. Alagesan: Will Government consider the desirability of taking under the control of the Archaeological Department, in addition to important ancient monuments, important sites also like the birth place of Shri Krishna in Mathura?

Mr. Speaker: The honourable member need not proceed with the question, because it is a suggestion for action.

Shrimati G. Durgabai: May I know from the Honourable Minister whether all the articles which have been converted from these five places have been collected at one place; and if so, from what place?

The Honourable Maulana Abul Kalam Azad: The work in this direction is already in progress at different places. No final arrangements in this respect could however, possibly be made by this time.

Srijut Rohini Kumar ChaudhuriL: Is it a fact that Dr. Girja Shankar Guha visited Assam and he had reported that there was a large field for research in anthropology in Assam?

The Honourable Maulana Abul Kalam Azad: This is not within my knowledge. I would like to have a notice for that.

Shri H.V. Kamath: Has the Honourable Minister in view any such proposal for the postponement of all these excavation works and utilize the amount thus saved for the provision of food and clothing for the masses?

Mr. Speaker: It is only a suggestion for action.

Shri H.V. Kamath: The question is, whether there is such proposal before Government?

Mr. Speaker: Whatever the form of it, in substance it is a suggestion for action.

Document No. 9

MAULANA ABUL KALAM AZAD'S REPLIES, DATED 17-2-1949 IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) TO THE QUESTIONS, RAISED BY MR. V.C.K. RAO AND OTHERS IN CONNECTION WITH THE UNIVERSAL BASIC EDUCATION

Shri V.C. Kesava Rao: (a) Will the Honourable Minister of Education be pleased to state what progress has been made in the introduction of universal basic education?

(b) Are the Government of India in charge of the whole scheme or is it to be eventually entrusted to the Provincial Governments?

The Honourable Maulana Abul Kalam Azad: (a) Almost all the Provincial Governments have opened Basic Schools for children of 6-11. Some of the Provinces, for example Bihar, have also started Senior Basic Schools for 11-14 age group. Several Provinces have made arrangements for training of teachers in Basic system.

In regard to Centrally administered Areas, during 1948-49, about 100 new Basic Schools were started in the rural areas of Delhi Province. Two Training Institutions for Basic Teachers, one in Delhi and the other in Ajmer, were started. Coorg has deputed three candidates for training in Basic Education to the Training College, Allahabad. After their return, Training College for Basic Teachers and Basic Schools for children will be started in Coorg.

Some of the States namely, Mysore, Rampur, etc. are also taking steps to introduce Basic system of education.

(b) The Provincial Governments are directly responsible for Basic Education in their respective areas, though they are following the general outline of the Basic System laid down by the Central Advisory Board of Education in their Report of 1944 as modified by the Board during 1948-49. All the Provincial Governments, however, get grants for Basic Education from the Centre.

The Centre's responsibility, however, does not end with giving grants to the Provinces. The Ministry of Education have prepared an All-India Scheme for introducing compulsion among all children of 6-11 in a period of 10 years as against a period of 40 years, previously envisaged by the Central Advisory Board of Education. This scheme has been accepted by the Board at its last meeting in January and immediate implementation of it will be discussed at a Conference of all Provincial Education Ministers to be held this month. The main difficulty in implementation of the scheme is lack of funds but in spite of this, it is hoped that a beginning can be made in the coming academic year.

Shrimati Renuka Ray: In view of the fact...

Shrimati Dakshyani Velayudhan: I want translation.

Mr. Speaker: Let her put the question.

Shrimati Renuka Ray: In view of the fact that provincial governments spend a very small proportion of their Budget on education, has the Central Government taken steps to emphasize on them the necessity of allocating more funds for education and also refusing to give Central subsidies if they do not keep in touch with the programme of the Central Advisory Board and spend more money on education ?

Dr. P.S. Deshmukh: On a point of order. The honourable Lady member on this side of the House was asking for a translation of the replies before any supplementaries were put. I think her request should be considered.

Mr. Speaker: That is not a point of order. I have heard that request and in due course of time, after seeing how the supplementaries are developing, I will see whether that request should or should not be granted. The difficulty, honourable members will realize, is this, that, if on account of the request of any single individual member, I were to allow the translation of every question, then the proceedings must absolutely be conducted in English and there can never be any turn-over to Hindustani. So I request the honourable members to see that they try to follow Hindustani, particularly the replies of the Honourable Maulana Sahab which are in very simple Hindustani in this case, and for all the most important things, English words are used by him, but that is another matter. It is a matter of opinion.

Shri Ramalingam Chettiar: May I suggest that the Honourable the Education Minister may have a Deputy to him to answer in English ?

Shrimati Renuka Ray rose —

Mr. Speaker: Order, order. Let us allow her to put her question.

Shrimati Renuka Ray: Have Central Government emphasized on the provincial governments the need for coming into line with the C.A.B. schemes and spending more money on education in provincial budgets and if they do not do so, will the Central Government be prepared not to give them subsidies for development schemes?

The Honourable Maulana Abul Kalam Azad: The Central Government does its best, but there is no such thing before it on account of which it should stop giving grant to any Provincial Government.

Mr. Speaker: Mr. Chettiar. He wanted to put a question.

Shri T.A. Ramalingam Chettiar: Not a question. I suggested with reference to the difficulties expressed regarding translation....

Mr. Speaker: That has been noted.

Shrimati G. Durgabai: May I know if a sufficient number of qualified hands is available for employment in the basic Schools opened both by the Central and Provincial Governments? Are any figures available? And what efforts are being made by Government in this respect?

The Honourable Maulana Abul Kalam Azad: Every effort is being made in this direction. But I cannot give its full details at the moment.

Shri V.C. Kesava Rao: How many teachers were given training in basic education during the last financial year?

The Honourable Maulana Abul Kalam Azad: I would require notice for that.

Shri H.V. Kamath : Will the Honourable Minister of Education please state how much amount was spent by the Government during the past year on the introduction of basic education in Delhi, Ajmer-Merwara and Coorg?

The Honourable Maulana Abul Kalam Azad: A notice for that is required.

Dr. Y.S. Parmar: May I know whether any basic school has been opened in Himachal Pradesh, and any teachers sent for receiving training?

The Honourable Maulana Abul Kalam Azad: No, as far as I am aware this work has not been taken up there on these lines.

Shri Moturi Satyanarayana: May I know that considering the importance of basic education, the money spent upon higher education should be spent towards basic education?

Mr. Speaker: Order, order. This is a suggestion for action.

Begum Aizaz Rasul: May I know which of the Provinces are in receipt of grants from the Centre, and what are the basis on which the amount of these grants has been fixed?

The Honourable Maulana Abul Kalam Azad: Grant is being given to almost all the Provinces.

Shri Deshbandhu Gupta: Is it not a fact that the requirements of the basic schools opened in Delhi were not met with for a long time and even at present these are not working satisfactorily?

The Honourable Maulana Abul Kalam Azad: Many difficulties were felt which were the outcome of various reasons. Every effort is being made to remove these as early as possible.

Seth Govind Das: Will Government also try to keep it in view that this basic education is made uniform in all the Provinces and that the opinion of the Provinces should also be obtained in this respect?

The Honourable Maulana Abul Kalam Azad: Action is being taken on these very lines.

Shri Kishorimohan Tripathi: May I know from the Honourable Minister the total number of schools opened in the different provinces and the amount of money spent towards them?

The Honourable Maulana Abul Kalam Azad: I would require notice.

Shrimati Dakshayani Velayudhan: How many candidates trained in basic education are unemployed at present?

The Honourable Maulana Abul Kalam Azad: I would require notice for that.

Shrimati G. Durgabai: Sir, May I know whether any grant is being given by this Government to all the basic schools opened under the auspices of the Kasturba Trust, and if not, will it consider over the matter?

Mr. Speaker: Order, order. This is a suggestion for action.

Dr. P.S. Deshmukh: May I know if there were any experiments carried on with regard to the suitability of the basic education in any part of India; if so, what were those places and with what success were the experiments carried out?

The Honourable Maulana Abul Kalam Azad: I think the matter has passed this stage. At present this is no longer an experiment. On the contrary it has been admitted that basic education should be developed further throughout the whole of the country.

Document No. 10

MAULANA AZAD'S REPLIES TO THE QUESTIONS ASKED BY PT. M.B.L. BHARGAVA IN THE LEGISLATIVE ASSEMBLY OF INDIA DATED 17-2-49

PRIMARY EDUCATION IN DELHI AND AJMER-MERWARA

Pandit Mukut Bihari Lal Bhargava¹ : (a) Will the Honourable Minister of Education be pleased to state the approximate number of boys and girls between the ages of 5 and 14 in the Provinces of Delhi and Ajmer-Merwara?

(b) What is the approximate number of boys and girls of the above age group receiving education in the various institutions in these areas?

(c) Has any primary education expansion scheme been prepared for these Provinces and if so, by which year will Government be able to arrange for primary education of all such boys and girls?

(d) Have Government any intention to introduce free and compulsory primary education in these areas and if so, by what time and in what stages?

(e) Do Government intend to introduce legislation for the purpose, and if so, when and if not, why not?

The Honourable Maulana Abul Kalam Azad: (a) On account of influx of the refugees it is not possible to give accurate figures pending the undertaking of fresh census.

(b) Approximately 72,000 in Delhi and 30,000 in Ajmer-Merwara.

(c) Yes. As regards Delhi Province all pupils of the age group 6-11 in the rural area are scheduled to be in school by the year 1951-52. In Ajmer-Merwara the scheme is to be implemented from July 1949 in certain selected areas. The whole area is proposed to be covered within a period of five years.

(d) The scheme referred to in (c) above aims at giving free and compulsory basic education by 1951-52 in rural areas of Delhi and by 1954-55 in Ajmer-Merwara.

(e) The Punjab Compulsory Education Act with certain modifications has already been extended to the Delhi Province. Similar steps are proposed to be taken for Ajmer-Merwara in due course.

1. Answer to this question laid on the table, the questioner having exhausted his quota.

Document No. 11

CONVOCATION ADDRESS BY MAULANA AZAD DATED 20-2-1949 AT THE MUSLIM UNIVERSITY OF ALIGARH

In accepting the invitation extended so cordially by your Vice-Chancellor to come and address the annual convocation of Aligarh University, it was but natural that my thoughts should turn to the occasion when I first came in contact with it. That was 36 years ago and took place in circumstances which represented me to many as an opponent of this institution.

The facts of the case were, however, entirely different. It was a time when the Indian Muslims not only stood aloof from all political movements of the day but were inclined to oppose the country's struggle for emancipation. The single largest factor responsible for such political inertia of the Indian Muslims was the lead which the late Sir Syed Ahmed, founder of this institution, had given in the last quarter of the 19th century. The Aligarh Party which continued his policy tried to keep the Muslims out of the Indian National Congress and was generally successful except in the case of a few distinguished individuals.

It was in this background that I brought out the *Al Hilal* in 1912. From the beginning of my political life, I was convinced that the Indian Muslims must participate in the movement for emancipation and work towards that end through the National Congress. It was inevitable that I should criticise the political lead which the late Sir Syed Ahmed had given and which represented the policy of the Aligarh Party. I therefore came into a clash with this party on the political issue. This was, however, regarded by its members as opposition not only to the founder's political policy but to the institution itself. In fact, some of them went so far as to look upon me not only as an opponent but an enemy of Sir Syed Ahmed and Aligarh.

Nothing was, however, farther from the truth. It is true that I regarded the political lead of Sir Syed Ahmed as a grave blunder but at the same time I had the highest admiration for the educational and

other reforms which he carried out. I regarded, and still regard him as one of the greatest Indians of the 19th century. His achievements in the field of education and social reform could not, however, blind me to the wrong lead he gave to the Indian Muslims in the field of politics. Thirty-six years have passed since then but as I survey the course of events during this period, I find no reason to revise my judgment on this issue. I then held and still hold that Sir Syed was a great reformer in the educational and social fields, but the wrong lead he gave in politics has been responsible for many of the evils from which we have suffered. It is, however, not my purpose to discuss the political role today but to pay my tribute to the memory of Sir Syed Ahmed Khan, the educational reformer, who laid the foundation of modern education among the Indian Muslims.

Today, Western education has become part of our national life and we naturally think of it when we use the term 'education'. It is therefore difficult to realise the opposition and struggle which, a hundred years ago, faced the reformers who wanted to introduce this new education in India. They had not only to blaze a new trail but had to contend with obstacles and difficulties at every step. They had to face all those forces which any movement for reform has to face. The prejudices and superstitions of ages clouded the minds of the people. Accepted beliefs and age-old sentiments were both against such a change. The cry of religion supplied the opponents of progress with one of their most potent weapons. The path of religion is not in fact opposed to that of reason and knowledge but unfortunately this has often been represented to be so. The usual cry was that Western education was opposed to the teachings of religion and those who held religion dear must therefore adhere to the old education.

Human thought has had to face this conflict at different times in different countries. Europe went through this struggle in the 17th and 18th centuries while the Eastern countries faced this conflict in the 19th century. The Hindus of India faced this struggle earlier and ended it quickly. Among the Muslims, it took a longer time but in the end the inevitable happened. The forces of change triumphed and the new order had to replace the old. So far as the Muslims of India are concerned, one can assert without any fear of contradiction that the man who played the most important role in this struggle is the presiding spirit of this University. The battle was fought here in Aligarh and Aligarh is a visible embodiment of the victory of the forces of progress.

Some of our writers have compared Sir Syed Ahmed Khan with Raja Ram Mohan Roy. To a large extent the comparison is valid. What Raja Ram Mohan Roy did for Bengal was done by Sir Syed Ahmed, 40 years later, for Northern India and especially for the Muslims of the country. The only difference between the two is that the main reforms of Raja Ram Mohan Roy were in the field of religion while those of Sir Syed were in the field of education. They have, however, left the stamp of their personality in all spheres of intellectual activity. Religion, education, social life, language, literature and journalism bear witness to their spirit of reform and creative energy.

We have also to remember that even though Sir Syed Ahmed was opposed to the political movement of the Congress, there was not the least tinge of communal politics in his attitude. His activities even in the political field comprised both Hindus and Muslims. He was throughout his life a believer in Hindu-Muslim unity. He opposed whatever was in any way likely to cause dissension or difference between them. In his speeches, he again and again used the beautiful metaphor that Hindus and Muslims were the two eyes in Mother India's face.

We can form some idea of his outlook on Indian nationalism from the significance he gave to the term 'Hindu.' In addressing an association of Hindus in Lahore he said, "I am sorry that you have restricted in this manner the application of the term 'Hindu'. You have applied it to a particular religious group. But to my mind this application is wrong. I count as Hindu all those who are the inhabitants of this country whatever be their religion or race. This is the reason why I take pride in the fact that I am a Hindu." If the Hindus and Muslims of India had understood the spirit of this teaching and followed it, the whole course of recent events would have taken a different turn.

Sir Syed Ahmed laid the foundations of this educational institution with a specific object. He had been impressed by the spirit of English education and realised that its excellence lay not merely in imparting instruction but in training of a special kind. The peculiarity of this training was that it developed the character of young men and women and gave them a distinct stamp. He also felt that along with European education, the Muslims must have religious instruction and training. He knew that without such provision the new education would not be popular among the Muslims. He realised that his objects could not be achieved without a special institution for the purpose. He therefore dedicated the remaining years of his life to the creation of the Aligarh College. We must remember that this was the first institution in India which sought to create the atmosphere of a British Public School.

The scheme he had in mind initially was the establishment of a residential university on the lines of Cambridge. He had, however, to content himself with the establishment of only a college. Considering the prevalent conditions, this was no mean achievement. The movement for the University was started after his death as a memorial to him and was accomplished after hard labour of some 20 years.

Sir Syed had established in Aligarh not only a college but an intellectual and cultural centre in tune with the progressive spirit of the times. The centre of this circle was Sir Syed himself and he attracted round him some of the best intellects of the day. Perhaps no journal in India has ever had such influence upon the mind of the generation as his *Tehzib-ul-Akhlaq*. Sir Syed founded this journal after return from his tour in England. He and his colleagues were its main contributors. In fact, this journal laid the foundation of modern Urdu literature and so developed the language that today it is capable of expressing the highest and most abstruse thoughts. Perhaps, there was not a single literary figure among the Muslims of the day who was not influenced by his circle. The best Muslim authors of the modern age were nourished here. Here developed the new schools of research, interpretation and reconstruction of Muslim thought. Though modern Urdu poetry was born in Lahore, it was here that it found the atmosphere most conducive to its growth. Poems of a new style were composed and read at the sessions of the Mohammedan Education Conference. This was also the first forum of Urdu oratory. All the important speakers of the day were created or nurtured on this platform.

The 19th century was for India, as for other regions in the East, a transitional age. The old forms of life and thought were being demolished and new ones set up in their place. The old earth of India was being moulded into a new form. So far as the Indian Muslims are concerned, one can say that it was in Aligarh that these movements of reform were consummated. It was one of the regions which took the lead in the creation of a new India. The 19th century marked a period of renaissance for the Indian spirit and Aligarh was one of the centres of such renaissance.

It is true that with the death of Sir Syed Ahmed Khan, Aligarh lost many of its distinctive features. Though the College was raised to the status of a University, it could not revive the traditions of its early glory. Nevertheless, you must remember that this glorious heritage is yours, and it is for you to revive the past splendour of Aligarh. The inscriptions

which have been carved on the walls of your Strachy Hall may fade with the passage of time, but the inscriptions which Aligarh has written on the modern period of Indian history can never fade. Future historians will discover in Aligarh one of the main sources which have contributed to the evolution of modern India.

An educational institution which has such a glorious past must necessarily hold the promise of an equally glorious future. I am not aware what the state of your minds is today, nor in what colours the future appears to you. Does it bring to you the message of closing doors or of opening gates that introduce you to new vistas of experience? I do not know what visions are before you, but I will tell you what visions I see. You perhaps feel that doors that were open have been closed. I see that doors that were locked have now opened. In the words of the Persian Poet,

Tafawut ast main-i-shanidan-i-man-o-to

Tu bastan-i-dar, o, man fatahe-bab me shanwam.

What you and I hear are different. You hear the sound of closing doors but I of doors that open.

I want that I should speak to you frankly and without mental reservations and I am sure that this is what you would expect of me. If I thought that you were still living in that atmosphere of communal politics which was prevalent before the 15th of August, 1947, I would without hesitation say that your future does not hold that promise which, as an Indian Muslim, I would like you to have. I am glad that there has been a profound change since then and the signs of a new era are becoming clearer every day. You have realised in good time what the intellectual atmosphere of this institution must be in the changed circumstances of today. You have responded to the call of the new times and created conditions which are in conformity with the changed outlook. I have no hesitation in saying that by conforming to the spirit of the times, you have rendered a great service not only to this Institution but to all Muslims of the Indian Union. For this, I extend to you my sincere congratulations.

I would like to describe to you briefly the Central Government's plan and programme of national education and the place which an institution like Aligarh University will have in that new scheme. I think you will agree that the educational set-up for a secular and democratic State must be secular. It should provide for all citizens of the State the

same type of education without any distinction. It should have its own intellectual flavour and its own national character. It should have as its aim the ideal of human progress and prosperity. The Indian Union has set before itself such a scheme of common education for all without distinction or discrimination in favour of any community or group.

At the same time, it recognises that there is scope for educational institutions which emphasise certain special types of learning. Their doors should, however, be open to all who are interested in such studies. This is the sphere of national education in which your institution can find its proper place in conformity with the spirit of the times. In this way, you will, in spite of your special characteristics, be a part of the general scheme of education and serve a special function in it. For this you must, however, display the widest catholicity of spirit. It is said that Plato had the following text inscribed on his Academy: "Those who do not know Geometry, have no place here." Your Institution must not have even such a restricting clause. Your motto should be that you will welcome both those who "know Geometry" and those who "do not."

I am aware that the governing principle in your Institution has been from the very beginning wide and liberal. When your College was founded, the very first batch of students included Hindus as well as Muslims. Your staff has also been recruited from all communities. The names of certain Hindu professors have become part of your Institution's history. I am sure that these traditions will be broadened and further enriched in the course of time.

Study and research in Islamic learning and Islamic history have been part of your tradition. I must say that, after the death of Sir Syed, it no longer displayed the vigour it had during his days. Even after the University was established, old hopes were not fulfilled. Your duty today is to revive those old traditions and to create in your University an atmosphere of research and enquiry into all the spheres of knowledge.

I have already reminded you that Aligarh was the place where modern Urdu literature developed. This is an achievement of which your University can be rightly proud. It is your duty to cherish this heritage and further enrich it. I must, however, remind you that your literary efforts must have a wider field than in the past. You should take an equal interest in Hindi literature. Muslims have been noted for their interest in different languages and literatures. Hindi literature has the same claim on the Muslims as on the Hindus of India. Both the

communities have contributed equally to the development of Urdu and Hindi literatures. The new literature in Brij Bhasha which commenced in the Mughul period was the result of the patronage of rulers like Akbar and Jehangir and the contributions of writers of genius like Mohammad Jayesi, Khan Khannan and Abdul Jalil Bilgrami. We find that, up to the end of the 18th century, the number of Muslim poets who wrote in Brij Bhasha is considerable. The time has come when you must revive that old tradition. I desire that this Institution should produce a large number of writers who are equally at home with Hindi and Urdu literatures.

The question of script is one of the controversial problems of today. You know what the opinion of Gandhiji was in this respect. His sincere desire was that every Indian should know both the Urdu and the Devanagiri scripts. That is why he founded the Hindustani Prachar Sabha and made it an essential condition that its workers should know both the scripts. This has also been my opinion for years. I feel that this is the only solution which is possible in the present circumstances. I hope that the lovers of Urdu literature will not wait to find out the reactions of the advocates of Hindi literature, but will themselves do what they regard as conducive to the best interest of the country. In every other sphere of life, one may wait to see what others do, but in the field of learning we can wait for others only at the risk of detracting from our credit. If others are content to know only one script, we need not be sorry that we have learnt two. My sincere desire is that every Muslim in India should learn both the scripts, and thus set an example before the country. This was the message of Mahatma Gandhi, and I am confident that Muslims will act up to it with enthusiasm.

I am glad to find that there is already a recognition of the importance of such work on all sides, and that books have been written in Urdu which make it easy to learn Devanagiri script and become familiar with Hindi literature. Some organisations have been set up in different parts of the country for this purpose. They have already started their activities. I am sure that you have realised the importance of this work and your Institution will be recognised as one of its most active centres.

I will now conclude with a few words of advice to the young graduates who have taken their degrees today and are entering into the responsibilities of life. You yourselves have, no doubt, felt the tremendous changes which have taken place since the days you entered the portals

of this University. When you first joined this Institution, you were members of a subject nation. Today you are leaving this University as free citizens of an independent India. I am not sure whether all of you appreciate fully the extent of this tremendous change. As members of a subject nation, you suffered many disabilities. As citizens of a free State, you enter into new responsibilities. The widening of opportunities which freedom has brought has also necessarily brought with it the need for greater loyalty and devotion to your State. Today there are no limits to what you can achieve but this very fact imposes upon you the duties which freedom brings.

You are the citizens of free India—a State which is determined to develop its political and social life on secular and democratic lines. The essence of a secular and democratic State is freedom of opportunity for the individual without regard to race, religion, caste or community. As members of such a State, you have therefore the right—provided you have the necessary qualities of character and attainment—to expect all doors to open to you, whether in the fields of politics, trade, industry, service or the professions. There is no gainsaying the fact that in the past many of the alumni of this Institution looked to nothing but employment under the Government. Freedom must bring in a widening of the mind and an enlargement of your ambitions. You must therefore look forward in a free India to the utilisation of your talents in the manner best suited to the needs of the Nation.

I have no doubt in my mind that if you can imbibe this spirit of progressive nationalism which is the motto of our secular democratic State, there will be no position in any field of life that will be beyond your reach. I would therefore urge upon you to develop and strengthen your character and acquire knowledge that will fit you to play your rightful part for the future progress and prosperity of the country.

Document No. 12

REPLIES BY MAULANA AZAD IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) DATED 22-2-1949 TO QUESTIONS ASKED IN CONNECTION WITH THE SCHEDULED CASTE CANDIDATES RETURNED AFTER FOREIGN STUDIES

Shrimati Dakshayani Velayudhan: (a) Will the Honourable Minister of Education be pleased to state how many Scheduled Caste candidates sent on Central Government scholarship have returned after completing their studies abroad?

(b) What were the subjects in which they were sent to specialise?

(c) How many of the candidates have been absorbed in the Government of India services?

(d) Is it a fact that these scholars were sent abroad to get technical training in subjects prescribed by the Government of India?

(e) Is it a fact that candidates who were sent for training in Public Health Engineering and who were sponsored by the Ministry of Health were told that there was no such line in the Health Ministry?

The Honourable Maulana Abul Kalam Azad : (a) Twenty-one.

(b) Agriculture	...	3
Research in Animal Nutrition	...	1
Mechanical Engineering	...	2
Radio Engineering	...	2
Public Health Engineering	...	1
Fuel Technology	...	1
Textile Chemistry	...	1
Meteorology	...	1

Social Science	...	1
Teachers' Training	...	8
Total	...	21

(c) Three.

(d) Only seven of these were sent abroad to get technical training in the lines prescribed by the Government of India. The remaining 14 were sent under the Scheduled Castes Scholarship Scheme for 1945-46 and the courses of studies were published to suit the students in particular keeping in view the requirements of the country in general.

(e) No. Public Health Engineering is one of the subjects for which the scholarships are awarded by the Ministry of Health.

Shrimati Dakshayani Velayudhan : I want the English translation of the answer.

(The Honourable Shri Satyanarayan Sinha read out the English translation of the answer)

Shri H.V. Kamath : What are the countries in which these Harijan students were sent for receiving training in different subjects?

The Honourable Maulana Abul Kalam Azad : I would like to have notice for that.

Shrimati Dakshayani Velayudhan : How many of the candidates who came back were sent to the provinces?

The Honourable Maulana Abul Kalam Azad : I would like to have notice for that too.

Shri Ajit Prasad Jain : Have Government any such record showing as how many candidates returned from abroad have been absorbed here; and how many are still out of employment?

The Honourable Maulana Abul Kalam Azad : I have just stated in my reply to the honourable member that there are seven scholars who were sent on Central Government scholarship. Out of these, three have been absorbed, an offer has been made to another and efforts are being made for the remaining ones.

Shri S. Nagappa : May I ask what will happen to the other 14 that have returned from foreign countries after having the necessary qualifications?

Mr. Speaker : What will happen!

Shri S. Nagappa : Whether the Government are going to absorb them in the Centre or in the provinces?

The Honourable Maulana Abul Kalam Azad : Government are not responsible for this. But this has come within the knowledge of Government that they have been able to secure employment in different provinces and private firms.

Shrimati Dakshayani Velayudhan : How many out of these 21 are unemployed at present?

The Honourable Maulana Abul Kalam Azad : Out of the seven scholars sent by the Government of India, three have since been employed; and an offer has been made to one. The remaining fourteen scholars are those who have been employed by the various Provincial Governments and firms.

Shri H.V. Kamath : May I know if roughly speaking the number of Scheduled Caste candidates is not at least the half of the Non-Harijans?

The Honourable Maulana Abul Kalam Azad : How does it arise out of this question?

Shrimati Dakshayani Velayudhan : Since how long have these three candidates been unemployed?

The Honourable Maulana Abul Kalam Azad : I cannot specify the exact period. I think these people will be employed during the course of this very year.

Document No. 13

REPLIES OF MAULANA ABUL KALAM AZAD DATED 22-2-1949 IN THE CONSTITUENT ASSEMBLY (LEGISLATIVE) TO THE QUESTIONS RAISED BY MR. M.B.L. BHARGAVA AND MR. HARI VISHNU KAMATH

EXPANSION OF PRIMARY EDUCATION IN AJMER-MERWARA

Pandit Mukut Bihari Lal Bhargava : (a) Will the Honourable Minister of Education be pleased to state whether the Government of India have received any schemes for the expansion of primary education within the Municipal limits of Ajmer and Beawar from these Municipalities and if so, what action has been taken thereon?

(b) Do Government intend to make any provision for recurring and non-recurring expenditure for the expansion of primary education in these areas in the next year's budget?

(c) Have Government taken any decision in the matter of taking over primary and secondary education into their own hands from the Municipalities and Local Boards in the Province of Ajmer-Merwara? If so, in what stages will it be done and by which time is the scheme likely to be completed, and if not, why not?

The Honourable Maulana Abul Kalam Azad : (a) to (c) A scheme for the expansion of primary education within the Municipal limits of Beawar was received from the local Municipal Committee and is under consideration. The Government of India propose to introduce universal compulsory basic education by stages throughout Ajmer-Merwara as part of their post-war educational development plan. Details are being worked out and it is expected that the scheme will come into operation from the beginning of the next financial year. The question of taking over primary and secondary education from the hands of the Municipalities and Local Boards is being examined in this connection and is still under consideration.

Shri H.V. Kamah: Will the Honourable Minister please state whether Governemnt have under consideation any scheme for the introduction in the near future of compulsory primary education in the Provinces of Delhi, Ajmer-Merwara and Coorg?

The Honourable Maulana Abul Kalam Azad : Yes. Efforts are being made. This has already been started in Delhi.

Shri H.V. Kamath : And what about Ajmer-Merwara and Coorg?

The Honourable Maulana Abul Kalam Azad : This will be introduced with effect from the ensuing financial year.

Document No. 14

**REPLIES TO QUESTIONS OF MR. V.C. KESHAVA RAO,
ASKED ON 22-2-1949 IN THE LEGISLATIVE ASSMEBLY,
BY MAULANA ABUL KALAM AZAD**

EDUCATION OF THE BLIND

Shri V.C. Kesava Rao: (a) Will the Honourable Minister of Education be pleased to state what steps have been taken to educate the visually handicapped?

(b) How many institutions are being run by the Government of India for this purpose?

(c) What are the trades which are being taught to them and how many are usefully employed at present?

The Honourable Maulana Abul Kalam Azad : (a) To further the cause of the education of the blind in India, a common Braille Code for major Indian Languages, known as Uniform Indian Braille has been drawn up, and its use has been recommended to all the Institutions for the Blind in India. To publish suitable literature and text-books for the blind, a Central Braille Printing Press is being set up. Expert advice is being given, whenever necessary, to all the existing institutions for the blind. Attempts are being made for giving grants-in-aid to all the institutions for the blind for transcribing books in Braille, pending the establishment of the Press.

Deepavali, a periodical, devoted to the education and welfare of the blind, is being published in Braille as well as in ink-print and is being distributed to all the institutions free of charge.

Tangible apparatus and appliances imported by the public institutions for the blind, for the use of their trainees, have been exempted from the payment of Customs Duty.

(b) At present there is no institution for the blind run by the Government of India. The Government of India, are, however, considering the question of provincializing the existing Institution for the Blind in Ajmer-Merwara as early as possible. Besides, the establishment of a National Centre for the Blind in Dchra Dun, is making good progress.

(c) Trades, such as cane-weaving, basket-making, coir-making, carpet-making, loom-weaving, elementary carpentry, elementary book-binding, broom-making, etc., are taught in almost every institution. From available information, approximately 1,000 blind men who have received training in the existing institutions are usefully employed.

Document No. 15

REPLIES OF MAULANA AZAD IN THE LEGISLATIVE ASSEMBLY TO QUESTIONS ASKED ON 22-2-49 BY MR. M.V. THAKKAR AND MR. H.V. KAMATH

REVISION OF DISTRICT AND STATE GAZETTEERS

Shri A.V. Thakkar¹ : (a) Will the Honourable Minister of Home Affairs be please to state whether Government have in contemplation or under consideration the revision of all District and State Gazetteers in the country?

(b) If not, do Government propose to consider the matter?

The Honourable Shri Satyanarayan Sinha : This question has been referred to the Minister of Education and he will give the reply in due time.

Shri H.V. Kamath : When?

The Honourable Maulana Abul Kalam Azad: With your permission, Sir, I shall answer this question.

Mr. Speaker: Yes. The Honourable Minister may do so.

The Honourable Maulana Abul Kalam Azad:(a) and (b). The last edition of the Imperial Gazetteer of India was published by the Clarendon Press, Oxford, in 1908. The District Gazetteers were also published about that time by the Provincial Governments. Efforts to revise them seem to have been made from time to time but abandoned on grounds of economy. As soon as Government find an opportunity the matter will be considered.

Shri H.V. Kamath : Have the present Government ever considered over this?

The Honourable Maulana Abul Kalam Azad: No. Government have had no time to consider it so far.

Shri H.V. Kamath: Do Government contemplate to consider over it.

The Honourable Maulana Abul Kalam Azad: When the proper time comes Government will see to it.

1. An eminent Gandhian; was closely associated with the constructive works and to the Servants of India Society.

Document No. 16

MAULANA AZAD'S REPLIES IN THE LEGISLATIVE ASSEMBLY TO THE QUESTIONS ASKED BY MR. A.V. THAKKAR AND MR. TAJAMUL HUSSAIN ON 22-2-1949

COMPULSORY PRIMARY EDUCATION

Shri A.V. Thakkar¹: (a) Will the Honourable Minister of Education be pleased to state whether Government have in contemplation any scheme for the introduction of compulsory primary education in (i) the Centrally Administered Areas, (ii) the Provinces; and (iii) the State Unions or single States of the Union of India, in the year 1950 or in the following year?

(b) If not, when are they likely to take this into consideration?

The Honourable Maulana Abul Kalam Azad: (a) and (b). The scheme of compulsory primary education is already in operation. For details the honourable member's attention is invited to the reply given on the 17th February, 1949 to starred question No. 454 by Shri V.C. Kesava Rao.

Mr. Tajamul Husain: Will this compulsory primary education be given free?

The Honourable Maulana Abul Kalam Azad: Surely.

1. A well known Social reformer of Gujarat and a close associate of Mahatama Gandhi.

Document No. 17

MAULANA ABUL KALAM AZAD'S REPLIES TO THE QUESTIONS RAISED IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) DATED 25-2-1949 BY MR. R.K. SIDHVA AND OTHERS IN CONNECTION WITH THE NEW SCHEME FOR AWARD OF SCHOLARSHIPS FOR STUDIES ABROAD

Shri R.K. Sidhva : (a) Will the Honourable Minister of Education be pleased to refer to the answer to starred question No. 404 asked on the 23rd August, 1948 regarding scholarships awarded for studies abroad and state whether the new scheme for award of scholarships has since been formulated.

(b) Have any new students been sent in 1948 overseas under the Overseas Scholarship Scheme and if so, how many?

(c) How many of the students who have returned after theoretical education in foreign countries have been absorbed either in service or in business?

(d) Has any effort been made to give practical education to these students after they passed out from Colleges and Universities?

The Honourable Maulana Abul Kalam Azad: (a) Yes; the lines on which the Overseas Scholarships Scheme is to run in its revised form from 1949 onwards have been decided. Arrangements for fresh selections for 1949 are already in progress.

(b) No, except 52 scholars who had already been selected in previous years but could not be sent earlier for want of admission or passing facilities.

(c) Out of 220 Central Scholars so far returned from abroad, 109 have been employed; out of 133 returned Provincial scholars, 64 have been employed.

(d) Practical training forms generally an integral part of the overseas studies and is imparted to the students, wherever necessary

and available, according to the recommendations of the sponsoring authorities.

Shri R.K. Sidhva: I want to enquire from the Honourable Minister that as he has stated that the new scheme has been approved, so, when the applications for this will be invited ?

The Honourable Maulana Abul Kalam Azad: I think that probably the applications will be invited in the month of October.

Shri R.K. Sidhva: In answer to part (d) of the question, the Honourable Minister has stated that there is a great necessity of practical education. I wish to ascertain if any arrangements for this have been made in India?

The Honourable Maulana Abul Kalam Azad: In the new scheme that will be introduced it has been decided that the scholars who may be selected may be given a special training for some time before being sent.

Shri Mohan Lal Gautam : It is alleged that out of 220 students only 109 have been employed. Out of those who have returned 111 are still unemployed. What thought the Government is giving to them?

The Honourable Maulana Abul Kalam Azad: Fifty have been offered posts and called for interview. Efforts are being made for the rest. But the honourable member must bear this in mind that the scheme was launched by the previous Government and there is no doubt that it was not launched with better planning, with the result that difficulties are cropping up. But the present Government is making fullest efforts.

Shri Deshbandhu Gupta : Is it not a fact that after their return these 111 students have not been given the same work for which they were best suited or for which they were sent abroad?

The Honourable Maulana Abul Kalam Azad: No, it is not so, so far as I am aware.

Shri Deshbandhu Gupta: Anything contrary to this?

The Honourable Maulana Abul Kalam Azad: No. As far as Ministry of Education is aware they have been mostly employed on the duties for which they were sent. It is just possible that some of them may not have been appointed at their proper posts but appointed on other work. It is just possible it may be so, but this I can say that a majority of them have been appointed at their proper places.

Shri Mahavir Tyagi: Have they been appointed on Government posts or in private firms?

The Honourable Maulana Abul Kalam Azad: Only 17 have been employed in private firms, the rest have been given Government service.

Shri Mahavir Tyagi: Have the Government met from its treasury all the expenses incurred on their education by the students sent abroad?

The Honourable Maulana Abul Kalam Azad: Certainly. This scheme was introduced with this very arrangement.

Shri Mahavir Tyagi: Have the Government made any arrangement that those students who after receiving education have not been appointed on Government posts be made to refund the money spent on their education from their pay or the firms where they are employed be asked to refund the money?

The Honourable Maulana Abul Kalam Azad: No, there was nothing like this in the scheme.

Shri Ajit Prasad Jain: Will the Honourable Minister be pleased to mention the salient features of the new scheme and how far these differ from the old one?

The Honourable Maulana Abul Kalam Azad : I cannot give the full details just now. I require notice for this.

Shri Raj Bahadur : Will the Honourable Minister be pleased to state that out of these 220 students how many come from States?

The Honourable Maulana Abul Kalam Azad : Notice is required for this.

Shri Deshbandhu Gupta: Has a provision been made in this new scheme that all the students who will be sent abroad will be employed, lest it may come out to be as happened in the time of the previous Government.

The Honourable Maulana Abul Kalam Azad : The defects that cropped up in the previous scheme were mainly due to the fact that a proper plan had not been drawn up. So difficulty is being felt in providing suitable work to the persons who return from there after finishing their studies. Now in this new scheme this fact has been taken into consideration that only as many persons be sent abroad as could be employed immediately after their return.

Babu Ramnarayan Singh : Can the Honourable Minister foretell the time when India may have such facilities that our students may not be obliged to go abroad but students from other countries may come here instead to get their education?

The Honourable Maulana Abul Kalam Azad : The new scheme that has been introduced is based on this very principle. A major portion of the money that was being spent on the previous scheme will now be spent on the institutions in this country, so that they may be strengthened and a time may soon come when there may not be any necessity of sending students abroad.

Shri R.K. Sidhva : Will the Honourable Minister be pleased to state that it is a fact that the Indian students in Scotland held a meeting in which the President Mr. J.C. Gupta stated as follows:

“We have received 15 letters from returned State Scholars who are walking on streets of New Delhi and seeking for jobs.”

If this fact is correct, then what efforts the Government are making for these students?

The Honourable Maulana Abul Kalam Azad : I have just stated that we cannot be held responsible for the shortcomings of the previous scheme. Whatever we could do is being done. We have formed a Special Board for this and special efforts are being made so that not a single scholar may remain unemployed.

Mr. Deputy Speaker : I have heard for the past two days similar letters read out by Mr. Sidhva. It will be better, as we have popular Government functioning, if he writes to the Government with regard to these details and avoids questions here on the matters. There are many questions on the Order Paper to be gone through during the question hour.

Shri Mohan Lal Gautam : Will the Government make a provision in the new scheme that the students who are sent abroad may receive all the education that they can get here in India?

The Honourable Maulana Abul Kalam Azad : Fullest attention has been paid to this.

Document No. 18

REPLIES BY MAULANA AZAD DATED 25-2-1949 IN THE LEGISLATIVE ASSEMBLY TO THE QUESTIONS ASKED BY MR. R.K. SIDHVA, MR. H.V. KAMATH AND OTHERS IN CONNECTION WITH THE BASIC EDUCATION SCHEME IN DELHI PROVINCE

Shri R.K. Sidhva : (a) Will the Honourable Minister of Education be pleased to state whether Government have started a Basic Education Scheme in Delhi Province and if so, how many schools under this scheme have been opened and how many boys have been admitted?

(b) Is the scheme confined to rural areas only or to urban areas also and if it is confined to rural areas, what is Government's plan for its extension to urban areas?

(c) What is the number of children in the Delhi Province of the ages of 6 to 11 in rural and urban areas respectively?

The Honourable Maulana Abul Kalam Azad : (a) The Basic Education Scheme has been introduced in the rural area of the Delhi Province. About 100 schools have been opened already and 50 more will be opened in April, 1949.

The number of pupils (boys and girls) in these schools is 4,000 approximately.

(b) Yes. At present the scheme is confined to rural area only. Facilities for Basic Education are being expanded by stages and at present the Government have no plan for introducing Basic Education in the urban area of Delhi. It may be added for information that the Delhi Municipal Committee has 10 Basic Schools.

(c) As the last Census was taken in 1941 and many changes have taken place since then, only approximate figures can be given. The number of children inclusive of refugees in the Delhi Province of the ages of 6-11 is in the neighbourhood of 1,25,000 of which about 40,000 are in rural area.

Shri H.V. Kamath : What is the number of boy and girl students in these schools for basic education?

The Honourable Maulana Abul Kalam Azad : I have just stated the number in replying to you. The number of children in these schools is about four thousand, which includes both boys and girls.

Shri H.V. Kamath : What out of them are the numbers respectively for boy and girl students?

The Honourable Maulana Abul Kalam Azad : Notice is required for this. I cannot give figures just now.

Mr. Deputy Speaker : Mr. Poker.

Several Honourable Members *rose—*

Mr. Deputy Speaker : I cannot allow all the members to stand at the same time, and any honourable member putting a question before he is asked to do so. There must be some amount of order maintained in the House. I have called Mr. Poker.

Mr. B. Poker : May I just suggest that in view of the importance of this question, you may be pleased to ask the honourable Minister for Education to give the substance of his answer in English, if he is so pleased, or otherwise to make arrangements to have it interpreted?

Mr. Deputy Speaker : That is nothing new. The honourable member was not here when such an arrangement was agreed to. Every time the honourable member comes, he puts forward this claim. I know that whenever an honourable member wants an answer, the Honourable Minister has made arrangements for translating his answers in English and if the honourable member had only asked me, I would have asked the honourable minister to read the translation.

Mr. B. Poker : I did ask you, Sir.

Mr. Deputy Speaker : He must have done so earlier.

Shri Mahavir Tyagi : We wanted to put supplementary questions, but the honourable member raised a point of order, therefore we did not stand up.

Shrimati G. Durgabai : Sir, you have just stated in reply to (b) that there was a conference of the Education Ministry. As regards its recommendations may I know if any recommendation was made for the extension of the scheme to the urban area or not?

The Honourable Maulana Abul Kalam Azad : I have just told you that this is not the kind of job that could be accomplished at once. We can go step by step. The Ministry of Education felt that for the present work among the rural population was the most important. So, it has been taken up. We have no special plan for Delhi city before us yet. The Delhi Municipality has started this work and 10 schools have already been opened in the city. We should have to wait for some days.

Shrimati G. Durgabai : May I also know if any Government grant will be available for these basic schools which are being started in the villages?

The Honourable Maulana Abul Kalam Azad : The question of grant does not arise. The entire responsibility for the basic education scheme rests upon the Government. It is the Government that is opening these schools and bearing the entire expenditure.

Shri Deshbandhu Gupta : May I enquire if any arrangements have also been made for adult education under this basic education (scheme)?

The Honourable Maulana Abul Kalam Azad : Certainly. The scheme has been started with just such a plan in view, but things have not taken that shape yet when adult education could be imparted to a full extent. We have made a beginning in some areas and are extending it day by day.

Shri Mahavir Tyagi : What industries are taught under this basic education?

The Honourable Maulana Abul Kalam Azad : This requires notice.

Shri Mahavir Tyagi : May I enquire whether this scheme has any regard for the fact, as desired by Mahatma Gandhiji, that these schools should be in a position to pay their own way with the help of the income from these industries?

The Honourable Maulana Abul Kalam Azad : No. The Government gave their full consideration to this scheme. It came to the conclusion that these industries are very useful for education but it should not be expected of them that they should be able to meet their entire expenditure.

Mr. Tajamul Husain : May I enquire, in view of the fact that Mahatma Gandhiji's advice with regard to the bringing into operation of this scheme was that the income obtained from the industry should be expended thereon, how much of the annual expenditure on these schools will have to be borne by the Government?

The Honourable Maulana Abul Kalam Azad : I cannot give the amount just now, but the expenditure would be considerable.

Document No. 19

ANSWERS OF MAULANA AZAD DATED 25-2-1949 IN THE LEGISLATIVE ASSEMBLY OF INDIA TO QUESTIONS ASKED BY MR. G.S. GUHA AND OTHERS IN CONNECTION WITH THE FACILITIES FOR EDUCATION IN MOTHER TONGUE IN PRIMARY AND SECONDARY STAGES

Shri G.S. Guha : Will the Honourable Minister of Education be pleased to state:

(a) whether it is a fact that at the recent meeting of the Central Advisory Board of Education, it has been decided that facilities for instruction in the mother tongue, where it is different from the State language, should be provided if there are at least 40 children in a Junior basic school and also in the secondary stage if there are sufficient pupils to justify the existence of a separate school;

(b) whether it is a fact that these recommendations were adopted unanimously with the participation of representatives from all the Provincial Governments;

(c) whether the attention of Government has been drawn to complaints against the violation of these recommendations by certain provincial Governments in respect of the languages of the minorities within their territorial jurisdiction; and

(d) what are the principal languages spoken in the different provinces and the population speaking each of those languages in them?

The Honourable Maulana Abul Kalam Azad : (a) and (b). Yes. Attention is drawn to this Ministry Resolution No. D. 3791/48-D.I., of the August, 1948 which is placed on the table.

(c) Yes. This Ministry have been receiving, from time to time, complaints against the violation of the rights of the linguistic minorities in several Provinces.

(d) In this connection honourable member's attention is invited to Statistical Handbook No. 2, parts II and III.

No. D. 3791/48-D.I.

GOVERNMENT OF INDIA

MINISTRY OF EDUCATION

New Delhi 3, dated the August, 1948

RESOLUTION

SUBJECT :- *Medium of Instruction in Educational Institutions*

The principle that a child should be instructed, in the early stage of his education, through the medium of the mother tongue has been accepted by the Government. All educationists agree that any departure from this principle is bound to be harmful to the child and therefore to the interests of society. Unfortunately the application of this educationally sound principle in practice raises some difficulties. One question is what is to be considered as the mother tongue through which education has to be imparted. As is well known in every Region, Province and State in India a number of dialects are spoken. Children learn these dialects at home; are they to be all adopted as media of education? Unfortunately their number is large and most of them are without literature and therefore without necessary pabulum to nourish education. There are, however, about a dozen languages more or less developed which possess literatures and which seem to be marked out to become such media.

Here a second difficulty arises. Although in some Province one of these languages is predominant, in others speakers of two, three or four of them live together, and there is hardly a province in which besides a principal language there are not considerable number of inhabitants speaking other languages.

In the Madras Province four principal languages are used, viz., Tamil, Telugu, Malayalam and Kanarose and in the city of Madras there are numerous speakers of both Telugu and Tamil. Similarly in the Bombay Province there are Marathi, Gujarati and Kanarose speaking people, and in the city of Bombay a mixed population of Marathi, Gujarati, Urdu and Hindi speakers. In Bihar and U.P. there are certain district and cities where along with Hindi, Bengali is spoken by many. Calcutta again is a sort of cosmopolitan town with a mixed population speaking a number of languages. In Orissa, Oriya is the main language

but in some parts Telugu is used. The Central Provinces have large areas of Marathi and Hindi speaking inhabitants. Nagpur is a city of mixed speakers of Hindi and Marathi. East Punjab has two languages Hindi and Punjabi.

Conditions like these make it impossible for any State or Province to adopt any single language as the medium of instruction. An attempt to adopt one language in a Province where groups of people speaking different languages reside, and to impose it on all is bound to lead to discontent and bitterness. It will affect inter-provincial relations and set up vicious circles of retaliation. Provincialism will grow and Indian nationalism will suffer.

The History of European countries is a warning. England sought to impose English on Ireland, Germany on Poles, Eastern European countries their particular languages on pockets of inhabitants speaking foreign languages. In every case the results have been disastrous.

In the case of India there does not exist any justification for adopting a policy which Europeans followed to their discomfute. All Provincial languages are Indian languages and there is little reason why any Province in India should seek to deprive children inhabiting that Province of their fundamental right to receive education through the medium of the mother tongue.

It is obvious that if a Province has adopted any particular language as the language of administration, it will be to the interest of those whose mother tongue is different, to learn it in order to claim participation in the life and privileges of the people of the Province.

The principle of teaching through the mother tongue then is of general application, but practical consideration suggests two limitations.

In the first place the principle applies mainly to the first stage of education, *i.e.* the stage of compulsory primary education, or to the group of children at the junior basic stage from the ages of 6 to 11, for the reason that at the stage of compulsory education children should not be forced to study a language which is not their mother tongue. In the higher stages after the junior Basic it will be necessary for pupils to learn the language of the Province.

Secondly, employment of the mother tongue for the education of the children whose numbers are extremely small will create administrative and financial difficulties; hence it is desirable that a minimum number should be fixed for the use of their languages. The Provincial or State

Government should not only refrain from forcing any particular language on such groups, but should place the same facilities of education at their disposal as it does for the other children.

The Government of India is of opinion that in the larger interests of the country it is desirable that the policy enunciated above should be followed by all Provincial and State Governments.

TARA CHAND,
Secretary

Dr. Mono Mohan Das : May I know whether it is a fact that the Tejpur Local Board in Assam has stopped the grant to the Bengalee Girls School there, because the medium of instruction was Bengalee and not Assamese?

The Honourable Maulana Abul Kalam Azad : I cannot say anything about this particular incident but complaints have reached the Ministry about the Bihar Government.

Shri H.V. Kamath : For the secondary stage, mentioned in part (a), what should be the requisite number in those schools to enable education to be imparted in the mother tongue?

The Honourable Maulana Abul Kalam Azad : I would require notice.

Shri H.V. Kamath : Mr. Deputy Speaker, my question was what should be the requisite number in the secondary stage, just as it is to be 40 in the case of primary education?

The Honourable Maulana Abul Kalam Azad : With regard to this the Central Advisory Board decided at their Allahabad meeting that if there is a sufficient number of such boys who wish to continue their education at the secondary stage in some particular language they too should be afforded the opportunity to do so, but no set number has been fixed.

Shri Biswanth Das : May I know whether the Honourable Minister has received any complaint from the district of Singhbhum especially from Tatanagar and other areas also, to the effect that even students at the primary stage are forced to learn Hindi as against Oriya?

The Honourable Maulana Abul Kalam Azad : I have just stated that complaints have been received from several provinces. Now I cannot say anything about the particular instance mentioned by the

honourable member but the Government of India have drawn the attention of those provinces, from which complaints have been received, to those complaints.

Shri Arun Chandra Guha : Arising out of part (c) of the question what has been the reaction of the defaulting provinces to the protests sent by the Government of India to these provinces? Some provinces have violated the instructions of the Government of India and the Government of India has sent protests or circulars to those provinces. What action has been taken by these provinces on those circulars?

The Honourable Maulana Abul Kalam Azad : All that the Government of India can do in this respect is to draw the attention of the provinces and wait for the result.

Shri Arun Chandra Guha : What action have those provinces taken on those circulars of the Government of India?

Mr. Deputy Speaker : They are considering them.

Shri H.V. Kamath : What is the mother tongue in Delhi Province and the East Punjab?

The Honourable Maulana Abul Kalam Azad : Whatever has been the mother tongue in those areas will be regarded as such.

Shri Santanu Kumar Das : Two states, Serai Kalan and Khuraswan, have merged with Bihar. Why are the Oriya children there not allowed to read Oriya?

Mr. Deputy Speaker : How does any honourable member expect the Honourable Minister to remember the details of every place? He may put a specific question for answer on the floor of the House or he may write a letter to the Honourable Minister to elicit his reply.

Shri H.V. Kamath : Out of the hundred schools in the Delhi Province, in how many of them instruction is imparted in Hindi and in how many in Urdu?

The Honourable Maulana Abul Kalam Azad : This requires notice.

Maulana Hasrat Mohani : May I enquire if the Honourable Minister has also received any such complaint from U.P.? There they are not prepared to agree to any proposal from any other quarter.

The Honourable Maulana Abul Kalam Azad : Yes, complaint has also been received from U.P.

Document No. 20

MAULANA ABUL KALAM AZAD'S REPLIES DATED 25-2-1949 IN THE LEGISLATIVE ASSEMBLY TO THE QUESTIONS ASKED BY MR. MAHAVIR TYGI AND OTHERS IN CONNECTION WITH THE SCHOLARS SENT ABROAD FOR ADVANCED TECHNICAL TRAINING

Shri Mahavir Tyagi: (a) Will the Honourable Minister of Education be pleased to state the number of scholars sent abroad for advanced technical training by Government during the years 1945-47?

(b) What is the estimate of average expenditure on each such scholar?

(c) How many of them have completed their course of training and returned?

(d) Out of those who have returned, how many have been absorbed in Government employment?

The Honourable Maulana Abul Kalam Azad : (a) 736, out of which 415 are Central Scholars and 321 are Provincial Scholars.

(b) The average estimated expenditure on each scholar calculated on a 2½ years basis is Rs. 28,000 (Rupees twenty-eight thousand only) for the United States of America, Rs. 19,000 (Rupees nineteen thousand only) for the United Kingdom and Rs. 14,000 (Rupees fourteen thousand only) for Australia and New Zealand. The expenditure on Central Scholars is borne entirely by the Government of India, whereas the expenditure on Provincial Scholars is shared by them equally with the Provincial Governments.

(c) 353, comprising 220 Central Scholars and 33 Provincial Scholars.

(d) 156, namely 92 Central Scholars and 64 Provincial Scholars.

Shri H.V. Kamath: Were any of our scholars sent to other countries of the world other than the United Kingdom, United States of America, Australia and New Zealand?

The Honourable Maulana Abul Kalam Azad : The figures which I have just given relate to the old scheme. Now under the new scheme to be enforced, it is proposed to send them to many other places.

Shri Ram Chandra Upadhyaya : May I know if it consists of states scholars also?

The Honourable Maulana Abul Kalam Azad : No. This comprises of only Central and Provincial Government scholars. There is a separate number of scholars sent from the states.

Shri Raj Bahadur: Will any scholars be sent to Russia also?

The Honourable Maulana Abul Kalam Azad : This all depends upon the nature of the various subjects for which the scholars may have to be sent abroad during the next year and the particular countries in which they would have to undergo training.

Shri H.V. Kamath : May I know in what particular subject, in the opinion of the Honourable Minister, Russia has advanced?

Shri Mahavir Tyagi : Since the Government are spending about Rs. 28,000 on each scholar, will they keep it in view that in future such a huge amount is spent in respect of those scholars only whom the Government are in a position to employ under them?

The Honourable Maulana Abul Kalam Azad : This has been kept in view while preparing the new scheme.

Shri Ram Chandra Upadhyaya : Have the Government any means at their disposal by which they can know whether or not the scholars who have gone are studying; and if they have made any progress or not?

The Honourable Maulana Abul Kalam Azad : The honourable member should know that the Government do not cease to take interest after sending the scholars abroad. The Government have got their Officers there who have been specially deputed to look after this job.

Document No. 21

MAULANA'S SPEECH AT THE DIAMOND JUBILEE CELEBRATION OF THE SCINDIA SCHOOL, GWALIOR ON 26-2-1949

I am very glad of this opportunity of visiting the Scindia School at Gwalior founded fifty years ago by the late Maharaja of Gwalior, Sir Madhava Rao Scindia. The manner in which the School has developed since then and established for itself an all-India position is eloquent testimony to the interest taken by him and his successors. I am confident Your Highness will continue to take the same interest in its future growth and development.

A good school is a national asset of the highest value at any place or at any time. Schools are the laboratories which produce the future citizens of a State. The quality of the State therefore depends upon the quality of such laboratories. In the context of modern India the importance of good schools is even greater. On the one hand, we have vast illiteracy and on the other, almost unbounded opportunities. The achievement of independence has opened to the people new vistas and we can achieve all that we have hoped for, provided the human material in the country can meet the challenge demanded of them. In spite of the vastness of our resources and opportunities, it is an unfortunate fact that the number of good schools in this country is all too rare. The obligation of a school like the Scindia is therefore all the greater.

I have been very glad to learn of the manner in which the Scindia School has grown through a synthesis of Indian and British traditions. You have in this school rightly proved that there is in this country an ancient tradition of residential schools which shared many features in common with the modern Public Schools. You have, as is only right and proper, taken from the English Public School system whatever was good in it but you have grafted in on what is basically an Indian Institution. A school like yours, in which equal emphasis is placed on academic work, physical and health organisation, creative activity and

training in responsibility and integrated behaviour, can serve a most useful purpose in the present transitional phase of Indian life. I am particularly glad to see that, apart from the emphasis the usual Public School activities found in British schools, you have made provision for the development of the spiritual aspect of the boys in your charge.

It was perhaps inevitable that when the School started, it was meant to be exclusive and had a distinct military bias for a considerable time. I am glad that you have given up that exclusiveness and turned the School into an all-India Public School drawing boys from all parts of India and from all major social and religious groups. This is a move in the right direction and is in keeping with the spirit of the times. If there is any one feature which distinguishes modern India, it is the growth of the spirit of democracy which seeks to give equality of opportunity to all its citizens. All past barriers based on birth, privilege, caste or wealth are breaking down. As a secular democratic State, we are pledged to the widening of opportunities and equality of chances for all. I am very glad to learn that your Highness has taken a leading part in the breaking down of such barriers. I am confident that the same wise statesmanship will guide you in widening still further the services which the Scindia School can offer to the rising generations of free India.

In the past, exclusive schools like yours served two main purposes. They were established either to cater for the needs of princely families or they were founded by Europeans to offer education according to European models. Whatever opinion we may have about their exclusive character, it cannot be denied that they rendered a great service in introducing education of the British Public School type to India. This system of residential education with its emphasis on the growth of character and leadership has much to offer to India, and both types of schools to which I have referred deserve well of the country, having brought the benefits of this system to young Indians.

This is the reason why after the attainment of independence, the Ministry of Education in considering the future of such schools decided that with certain changes they could render great service to free India. After the 15th of August 1947, there was no longer any room for schools of an exclusive type, but once their exclusive character was removed, the former Chiefs' Schools and European Schools could be fitted into our scheme of National Education. Not only so, their special characteristics in developing discipline and corporate life make such schools more necessary for training the future leaders of independent

India. The Ministry of Education have therefore decided to put under their direct supervision both schools like the Chiefs' College at Ajmer or Raipur and the European Schools like those at Lovedale and Sanawar associated with the name of Sir Henry Lawrence. Their exclusive character have been removed and their doors thrown open to all without regard to birth, status or province. They have thus become for the first time Public Schools in the real sense of the term. I am glad to find that here at Gwalior you have developed along the same lines and converted your school into an all-India school which is open to all without distinction.

I am glad to find so many distinguished representatives of the princely order of India present here. May I take this opportunity of saying how greatly I have appreciated the manner in which you have helped in breaking down the barrier between what were the provinces and the states during the British days? By your action in breaking these barriers and bringing your states within the orbit of the Indian Union, you have acted wisely and well. You have also acted wisely and well in transferring power to the hands of representative bodies and thus placing the administration on a level with that of the rest of India. These are great services and I am sure that the country appreciates the spirit in which you have rendered them.

There remains, however, one question that I would ask of you. Till yesterday you were rulers; today you have given up the reins of power. Do you feel that by giving up power in this manner, you have still a function to perform on the stage of modern India? Some of you may feel that now that administration is in the hands of popular bodies, you have nothing further to do. Such a feeling is, to my mind, unjustified, for there is one function you can perform that no one can take from you. You will agree with me that just as a ruler has power over his people, he has also the opportunity of serving them. His power may disappear but no one can take away his capacity for service. You have acted wisely in responding to the challenge of the changed times and divesting yourselves of your administrative work. You will act even more wisely if you train yourselves to serve the country in keeping with the spirit of the new age, and I can assure you that should you decide to do so, you will have in future India a position even more exalted than the one you had occupied in the past. For, in the past, your position was based on power and fear; in the future, your position will be built on service and love.

We are living today in an age of democracy. There are men who think that there is no scope for aristocracy in such a context. This is, however, not my opinion. When aristocracy is opposed to democracy, it may be cast aside by the present age, but when aristocracy serves as an adjunct to democracy and seeks to fulfil its purposes, aristocracy can render a service to democracy which nothing else can. Aristocracy develops a width of vision and a far-reaching imagination which is not usually found outside its orbit. Such vision and imagination cannot be acquired by training in a school. Book learning is no substitute for the vision which develops from generation to generation. Your family traditions and the art of leadership which you have developed through the training of generations can therefore help in supplying qualities which we need to build the India of our dreams. My appeal to you is therefore to rise to the occasion and prepare yourselves in a spirit of service in order to take your right place in the growth and development of free India.

Document No. 22

SPEECH OF MAULANA AZAD DATED 18-3-1949 IN THE INDIAN LEGISLATIVE ASSEMBLY ON GENERAL BUDGET— LIST OF DEMANDS AND HIS REPLIES TO QUESTIONS, RAISED BY THE MEMBERS DURING THE SPEECH

The Honourable Maulana Abul Kalam Azad (Minister of Education) : Sir, as I am not feeling well therefore I think you would kindly allow me to speak while sitting.

At the very outset I would submit a few words about the time that has been allotted this year for Education Budget. It has generally been complained that very little time has been allotted and not only for Education but for Health and Labour Ministries also an acute shortage of time has been felt. I am fully in favour of this complaint. Without the least doubt it is essential that we may take more active interest in those matters that pertain to the nation-building activities and be able to scrutinise the matter in more details. I assure you that the treasury benches also, from where I am speaking, have also felt this necessity. We have decided that from next year one full day will be set apart for Education. As regards Labour and Health also I hope more time will be allotted.

Shri B.L. Sondhi (East Punjab: General) : For Transport also.

The Honourable Maulana Abul Kalam Azad : Yes, sufficient time should be allotted for this also. In this connection only 6 speeches have been made. The object of the first speech, as far as I have been able to understand, was that while planning the scheme of national education we have not to copy the western education only but have to plan our own particular scheme of education. I think that it is such an acknowledged fact that there can be no two opinions about it. Without doubt we cannot refrain ourselves from imparting instruction in modern sciences and knowledge. We have to go forward on the way of learning. We have not to recede. But besides this we have to keep in mind certain other facts

also. We cannot forget them in any way. India has got a definite civilization of her own. India has a history of her own and has well developed philosophy and metaphysics. She has her own traditions about mental and spiritual life. She has taken a conspicuous and splendid share in the development and diffusion of human knowledge and civilization. Hence it is essential that we should preserve our splendid heritage and draw up such a scheme of our national education, in the outline of which the influence of Indian Culture and Spiritualism may be fully apparent. The outline of our national education should be modern but the spirit must be Indian. I will assure this House that the Education Ministry has before her such a plan and as far as this aim is concerned the Government is wholeheartedly with them.

My honourable friend has drawn attention towards one more point. He acknowledges the fact that for higher studies in scientific and technical subjects Indian students should be sent to foreign countries. But he likes this work to be done in such a manner whereby our objective may be achieved at the earliest and then after that we may not stand in need of sending any more students to foreign countries. I am fully in support of this viewpoint. I would like to assure them that the Government have drawn up the new overseas scholarship scheme with this very objective in view and this scheme has to come into force from the new financial year. Under this scheme the Government wish to send every year a certain number of Indian students to foreign countries. But the object of sending them to foreign countries is that necessity of sending students abroad may at the earliest come to an end. For attaining this object it was essential to investigate the educational facilities that are available in all the existing institutions of the country and to ascertain their weak points also. Then in order to substantiate those aspects that may prove to be weak, particular educational subjects be selected, and for those subjects only students be sent to foreign countries. Besides this special help may be given to the existing institutions for making suitable arrangements for higher technical education and as far as possible new institutions also be started at the earliest. So the Education Ministry is working in this manner and the details you have read in the report of the Ministry.

As you know the overseas scholarship scheme was started by the previous Government in 1945 and some batches of students had been sent to the foreign countries. But when I took charge of the Education Ministry on 15th January, 1947 then at once I came to know that the scheme has not been worked on proper lines and some defects of

fundamental character are working therein. The first and foremost defects of fundamental character are working therein. The first and foremost defect has been that the scheme was not planned in such a way whereby efforts may have been made to take into consideration all these important aspects. Special emphasis was laid on the fact that maximum number of students be sent to foreign countries for technical subjects but sufficient attention was not paid for the selection of the subjects for training for which students were to be sent abroad so that they might properly make up our present needs and deficiencies in the educational institutions. The result was that the sphere of benefit accruing from this scheme was considerably narrowed down and as much benefit the country was to have could not be had.

One more mistake was committed whereby a new type of complication has been produced namely a great difficulty is being felt in giving immediate employment to all the students—who are returning from foreign countries after completing their studies. An honourable member has just given out in his speech that he has come to know of the case of a certain gentleman who was sent abroad under the overseas scholarship scheme. He has now returned after completing his studies but is sitting idle. The honourable member has come to know only of one such case, but I would like to tell him that more than one such cases have come within my knowledge and I fear that in future more such cases will come to our knowledge, but this is the inevitable result of the defects of the previous overseas scholarship scheme. As far as possible we are trying to improve the situation but we cannot escape the consequences of the past mistakes.

In that scheme it was decided that the various departments of the Provincial and Central Governments may be consulted as to what kind of persons they would require for their work in future and for which technical subjects they want students to be sent to foreign countries. So the Education Department of the past did likewise and questionnaires were sent to the different departments. It was war-time and it was generally thought that the development schemes would surely be started after war and for these schemes technical experts would be required. Keeping this imaginary plan of hope and expectation before them every department selected a number of subjects and referred them to the Education Department. The Education Department announced those very subjects and the selection board after selecting the students sent them to foreign countries. In the meantime the war came to an end but the financial and political condition of the country

assumed such a trend that the development schemes, whose imaginary plans had been drawn up, could not be started and even now it cannot be said whether they can be started or not. The result is that when these state scholars return after finishing their courses of studies of 2-3 years then a majority of them come to know that the projects for which they had been sent have not so far been started and so they cannot be given immediate employment.

Now one more obstacle has also sprung up, about which no one could have the slightest doubt or suspicion, namely, the division of the country took place and a large number of Government servants migrated to this country from Pakistan. Besides this a huge influx of refugees had to turn its face towards India. It was the foremost duty of the Government to provide employment to these unfortunate persons. So we had to come to the decision that the refugees should be given first preference while making appointments for all those posts that might fall vacant. The result was that the vacancies that could be created for these state scholars in Government service, were to a great extent filled.

From what I have said to you I do not mean to say that the present Government wants to shirk its responsibility by laying the fault on the previous Government. The Government cannot do so. The Government are fully conscious of its responsibilities. The Government are making all possible efforts to give employment to these state scholars so that the maximum benefit of their education could be had. So a greater number of the state scholars, that have so far returned from foreign countries, have been given employments and the remaining ones also will be given employment in the very near future. Of course, the Government expects at least so much that it may not be held responsible for the state of affairs that has been created.

I am in full agreement with the motive behind the things upon which stress has been laid by Shrimati Durgabai. No programme of national education can be appropriate if it does not give full consideration to the education and advancement of one-half of the society, that is the women. The Central Government is doing whatever it can in this connection and is going to do it with an even greater speed. But with regard to those matters which concern the provincial governments or the universities I cannot say anything with absolute confidence at this time. The Central Government can give them its advice and can also exert pressure to a certain extent but the final decision has to be made by them. At any rate, I should assure her that the Government would certainly make whatever endeavours it can in that direction.

The Honourable Pandit Hirday Nath Kunzru has drawn attention to the fact that the scheme to shift the Delhi colleges to the university grounds has not been put into practice yet and the matter has constantly been deferred. In so far as matters have come to my notice I can say that the responsibility for that state of affairs does not lie with the Government. Matters had taken such a turn that the scheme could not be put into effect immediately. The scheme had been planned out several years back. The circumstances changed completely after the war. A building that could then be built at an expense of *one lakh* rupees cannot now be constructed even at a cost of *five lakhs*. Then the difficulties that have arisen in the matter of procurement of building material are also known to everybody. The necessity arose that a plan of the entire scheme be prepared anew and the case of each college judged afresh. At any rate, I would assure him that there would be no negligence on the part of the Government in this behalf. Full efforts will be made that the scheme be put into effect at an early date and that it should not remain in abeyance for long.

Shri Deshbandhu Gupta (Delhi) : Sir, may I interrupt the honourable Minister? Is it not a fact that the hostel building of the Hindu College, Delhi has remained as it is for the last three years and the Government has paid no attention to it?

The Honourable Maulana Abul Kalam Azad : In so far as matters have come to my notice I can say that a case is going on in court in regard to this building and the Government cannot do anything until this case is decided.

Shri Deshbandhu Gupta : No, Sir. Is it not a fact that the Government has paid no attention to it so far, nor have they appointed any enquiry committee?

The Honourable Maulana Abul Kalam Azad : I can say nothing in that connection.

Shri Deshbandhu Gupta : I would enquire whether the Vice-Chancellor has been asked about it. How far is Government responsible for it? Have rupees *three lakhs* been spent in this connection?

The Honourable Maulana Abul Kalam Azad : Has this matter been brought to the notice of the Education Ministry?

Shri Deshbandhu Gupta : No, Sir.

The Honourable Maulana Abul Kalam Azad : If this matter has not been brought before the Ministry of Education what is the honourable member complaining about? Whatever I have come to know is just this much that a case about the building is pending in court and its decision is being waited for.

An honourable member has mentioned some irregularities of the Delhi University and has, in that connection, referred to a pamphlet. I feel that the facts have not come before him in their true perspective. When the true position comes before him he will be satisfied. The matter relates to that meeting of the Delhi University Council that was held in November last for the election of the Vice-Chancellor. The matter was brought to my notice on the very day this meeting was to be held. I made an inquiry without delay and duly called for a written reply from the University. The facts that emerged as a result of the inquiry did not contain anything so objectionable as to call for intervention on the part of the Government. The result was that the matter ended at that stage. I fail to understand what necessity has arisen now after four months to reagitae this matter all over again.

May I tell the House what the true position is? According to the rules of the University Principals of colleges are appointed members of the Executive Council. The objection has been raised that the Principal of the Agriculture College was not called in his capacity as a member of the Council. The Vice-Chancellor, however, states that the Agriculture College has not yet become a recognised University College, that correspondence is going on in this connection between the University and the Ministry of Agriculture and that until this matter is decided and the college attains the status of a recognised institution its Principal cannot take part in the meeting of the Council in the capacity of a member. In reply to this statement it has been said that the ex-Principal of the Agriculture College did participate in the Council meeting. In reply to this the Vice Chancellor has stated positively that he was not called in the capacity of a member but by special invitation and that, at any rate, he did not take part in the voting. Now the question is are both these facts true or not? If they are correct no irregularity of any kind is proved. No such thing has come to the notice of the Government as might cause them to doubt the correctness of these two facts and hence there appears to be no reason why it should interfere in the internal administration of the University.

Document No. 23

MAULANA ABUL KALAM AZAD'S REPLIES DATED 24-3-1949 IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) TO THE QUESTIONS ASKED ABOUT THE RETURN OF HISTORICAL DOCUMENTS AND ANCIENT BOOKS FROM FOREIGN COUNTRIES

Seth Govind Das: Will the Honourable Minister of Education be pleased to state:

(a) whether Government are aware of the resolution passed by the Historical Records Commission on the 24th December, 1948 regarding the return of historical documents and ancient books from Britain, France, Holland and Portugal;

(b) whether these Governments have been approached in connection with this matter; and

(c) what steps are being proposed to be taken by Government to get back India's historical documents and ancient books?

The Honourable Maulana Abul Kalam Azad : (a) The Resolution passed by the Research and Publication Committee, an adjunct of the Indian Historical Records Commission, at its last session in Delhi in December, 1948 does not envisage the return of any original historical documents and ancient books from Britain, France, Holland and Portugal, but recommends that arrangements should be made with the Governments of Holland, Portugal and France for obtaining copies of all such records in their possession as may have any bearing on India.

(b) The Resolution has not yet formally been received by the Government. The National Archives of India, are, however, in touch with the principal record repositories in Europe and elsewhere and have already procured microfilm copies of the Palk Manuscripts in the custody of Exeter City Library and Major Browne's correspondence with Warren Hastings in the custody of the India Office.

(c) The Government have before them a plan to have full and accurate information about the Indian treasures and historical documents and ancient books which are in foreign repositories.

The Director General of Archaeology and the Director of Archives have been asked to take necessary action in the matter.

Seth Govind Das : Is it not a fact that the Government had formulated a plan some days ago that so far as London is concerned, some persons should be deputed to go there to find out as to how many documents as may have any bearing on India are available there; and they should also be entrusted to make efforts to obtain all such records?

The Honourable Maulana Abul Kalam Azad : This plan was considered not only in respect of England, but for all other countries. But the Government thought that first of all we should have full record of all such documents, and then only it would be advisable to set up any Committee. Until and unless we are able to ascertain the names of the various places to which the particular documents were sent, we cannot take any decisive action in the matter.

Seth Govind Das : How long do the Government expect to take to have such record got ready?

The Honourable Maulana Abul Kalam Azad : It is difficult to specify the exact time, but we are doing our best to get this record ready in the least possible time.

Dr. Bakhshi Tek Chand : Will the Honourable Minister please state whether any such action is being taken in respect of Pakistan also? A lot of such record is lying in the University Library and Public Library in Lahore. Is any action being taken in this direction also, or is it confined to other countries only?

The Honourable Maulana Abul Kalam Azad : This is not applicable to Pakistan. So far as the question relating to Pakistan is involved, a Partition Council was set up and the assets are being divided in accordance with the decisions of this Committee.

Mr. Homi Mody : Have Government taken any special steps for the purpose of obtaining books, manuscripts and other precious things from the India Office?

The Honourable Maulana Abul Kalam Azad : Government have already carried on negotiations, in the matter so far as it relates to India Office. These are within our possession. All that is wanting is that the

issues relating to India and Pakistan have got to be decided. We shall soon be taking necessary action in this matter.

Shri Deshbandhu Gupta: Is it a fact that many people in this country are in possession of very valuable prescriptions and no efforts to procure these are being made? Are Government prepared to take any such steps by which these are procured ?

The Honourable Maulana Abul Kalam Azad : I will just elucidate this matter while replying to another question.

Shri H.V. Kamath : Have Government any intention to secure original documents wherever these are available instead of artificial ones?

The Honourable Maulana Abul Kalam Azad : Certainly.

Document No. 24

MAULANA ABUL KALAM AZAD'S REPLIES IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) DATED 1-4-1949, TO THE QUESTIONS RAISED BY MR. TAJAMUL HUSAIN IN CONNECTION WITH THE PUBLICATION OF PAMPHLET, GUIDE OR BOOK ON BODH GAYA

Mr. Tajamul Husain : (a) Will the Honourable Minister of Education be pleased to state whether any pamphlet, guide or book has been published by the Archaeological Department on Bodh Gaya?

(b) If the answer to part (a) above be in the negative do Government propose to publish a pamphlet, guide or book on Bodh Gaya?

The Honourable Maulana Abul Kalam Azad : (a) No, Sir. But under the auspices of the late India Office, London, General Alexander Cunningham, the first Archaeological Surveyor of India, published his Mahabodhi containing an exhaustive research on the Maha Bodhi temple at Bodh Gaya.

(b) The Bodh Gaya temple is not a protected monument, and the Archaeological Department of the Government of India does not publish Guides on monuments which are not under its control.

Mr. Tajamul Husain : May I know from the Honourable Minister that in case the Bodh Gaya temple is not under the control of the Archaeological Department of the Government of India, then under whom is it? And whether or not the Government contemplate to publish any guide or book in connection therewith, just like the one on the Nalanda University?

The Honourable Maulana Abul Kalam Azad : These things have altogether a separate entity, and are directly under the control of the Archaeological Department. Just as I have already informed the honourable member, the Bodh Gaya temple is not under the control of the Government. It is protected by its Private Trust.

Document No. 25

ANSWERS OF MAULANA AZAD DATED 1-4-1949 IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) TO QUESTIONS RAISED IN CONNECTION WITH THE EXCAVATION OF VIKRAMSHILA IN BHAGALPUR DISTRICT OF BIHAR

Mr. Tajamul Husain : (a) Will the Honourable Minister of Education be pleased to state whether Government propose to excavate the great University of Buddhist times Vikramshila, in Bhagalpur District of Bihar?

(b) If so, when and if not, why not?

The Honourable Maulana Abul Kalam Azad : (a) Yes.

(b) The Excavations Branch of the Department of Archaeology, as constituted at present, has very limited technical staff and funds at its disposal. A scheme for strengthening its staff is under the active consideration of Government. If it is sanctioned and sufficient funds are available, exploration is proposed to be undertaken to determine the comparative importance of known sites. If exploration shows that the site of Vikramshila is of greater importance than others, priority will be given to it for excavation in the programme of the field work.

Mr. Tajamul Husain : In view of the fact that the condition of this Buddhist University in Bhagalpur is fast deteriorating, as the people are removing its bricks and stones for the purpose of constructing their own houses; does not the Government consider it necessary to take up this matter?

The Honourable Maulana Abul Kalam Azad : Government have already taken action in this matter.

Shri M. Tirumala Rao : May I know if Government is making full use of the knowledge of one Swami Pranavananda who has made a special study of this Vikramshila University?

The Honourable Maulana Abul Kalam Azad : No. I cannot say anything in this respect at the moment.

Shri K. Hanumanthaiya :What is the amount required for this excavation?

The Honourable Maulana Abul Kalam Azad : It is difficult to specify this at the moment. But a large amount of funds is required for such purposes which has not been placed at the disposal of the Archaeological Department?

Shri K. Hanumanthaiya : I did not follow the answer.

Mr. Speaker : It requires a large amount of funds and the Archaeological Department has not got the funds at its disposal. I believe this matter was discussed in the Education grant and he mentioned the sum of Rs. 50,000.

Shri B.P. Jhunjhunwala : Has Government taken any action to find out whether any prior action is required before the excavation of Vikramshila at Bhagalpur?

The Honourable Maulana Abul Kalam Azad : Yes; just as I have stated now, the Archaeological Department's circles in Bihar and Patna are taking necessary action in the matter. This is also under the consideration of the Central Government, and action has been taken to protect the site which has been explored in Bhagalpur and is considered to be the original one. Further, this matter has not as yet reached that stage when work in respect thereof may be undertaken without any delay.

Shri H.V. Kamath : Is it very necessary to find such a large amount for this excavation from the point of view of national development and prosperity?

Mr. Tajamul Husain : Do Government contemplate to excavate the old capital of the King Asoka which is in Patliputra?

The Honourable Maulana Abul Kalam Azad : Government keep many such things in view, but the primary question is the availability of funds.

Document No. 26

ELECTION TO ALL INDIA COUNCIL FOR TECHNICAL EDUCATION (SPEAKER'S ANNOUNCEMENT DATED 1-4-1949 REGARDING THE MOTION MOVED BY MAULANA ABUL KALAM AZAD)

The Honourable Maulana Abul Kalam Azad (Minister of Education) : Sir I beg to move:

“That the Members of this Assembly do proceed to elect in such manner as may be approved by the Honourable the Speaker, five persons from among their number to be members of the All India Council for Technical Education for a period of three years to be reckoned from the date of reconstitution of the Council under the provisions of the Resolution of the Government of India in the Ministry of Education No. F.16-10/44-EIII, dated the 30th November, 1945, as subsequently amended.”

Shri Mahavir Tyagi (U.P. General) : Sir, may I know what will be the functions of this Technical Education Committee and what are the provisions of that Resolution under which this has been set up? What are the terms of reference of this Committee and what would be its functions? Who would besides the Members of this Assembly be the members of this Committee and nominated from what bodies?

Mr. Speaker: He is not answering any question.

Motion moved:

“That the Members of this Assembly do proceed to elect in such manner as may be approved by the Honourable the Speaker, five persons from among their number to be members of the All India Council for Technical Education for a period of three years to be reckoned from the date of reconstitution of the Council under the provisions of the Resolution of the Government of India in the Ministry of Education No. F. 16-10/44-EIII, dated 30th November, 1945, as subsequently amended.”

The Honourable Maulana Abul Kalam Azad : It is not necessary to give full details at the moment because the Resolution has since been published in the Government Gazette and all these details are available therein. The object of the constitution of this Council was that a high class agency should be set up for the purpose of developing the technical education at a high standard. Its constitution provides for the nomination of five Members of the Assembly; the Educational Adviser to the Government of India; one representative from each of the Provinces; five representatives from States and fourteen members representing the Industry, Commerce, Labour etc.; two members of the Central Board of Education, one number of the Inter-University Board and two more members are to be nominated by the Government of India who represent other interests. This is the constitution of this Board.

Mr. Tajamul Husain(Bihar: Muslim) : Sir, there are two motions before the House; one as moved by the honourable the Minister for Education, and the other as read out by you. We want to know, Sir, which of the two is the original.

Mr. Speaker : Both are originals.

Shri Mahavir Tyagi : Sir, I would suggest that this election should not be made so soon and before doing this, it would be better if a report of the activities of this Board is brought up before the House, because this is quite a new subject for me and I think that since it consists of many representatives from the Provinces; it should also be considered whether it will not be proper that each Provincial Government should spend money towards this direction and they should themselves manage these affairs and we should not incur this heavy expenditure by setting up such a large Committee at present. It would be better if the honourable Minister agrees to postpone this for a couple of days so that we may consider these aspects and the House could acquire an adequate knowledge as to what work has been done by this Committee heretofore, and, what sort of work will be signed to this Committee, and thus enable us to elect the Members amongst ourselves after keeping all this in view.

The Honourable Maulana Abul Kalam Azad: I do not think if this can be postponed at this stage. The tenure of the previous Committee will expire on 29th of April and after that date a new Committee should be set up. The question before the House is not that whether this Council should be reconstituted or not. But the question is that it should elect five Members representing its quota.

Mr. Tajamul Husain: What expenses will be incurred by the Government in the constitution and working of this Board?

The Honourable Maulana Abul Kalam Azad: I cannot say. But the membes are paid an allowance in accordance with the rules and regulations framed in this connection.

Mr. Speaker: I am putting the motion to the House.

The question is:

“That the Members of this Assembly do proceed to elect in such manner as may be approved by the Honourable the Speaker, five persons from among their number to be members of the All India Council for Technical Education for a period of three years to be reckoned from the date of reconstitution of the Council under the provisions of the Resolution of the Government of India in the Ministry of Education No. F.16-10/44-EIII, dated the 30th November, 1945, as subsequently amended.”

The motion was adopted.

Document No. 27

A MOTION OF MAULANA AZAD, MOVED IN THE ASSEMBLY ON 5-4-1949 ABOUT THE ELECTION TO THE CENTRAL ADVISORY BOARD OF ARCHAEOLOGY

The Honourable Maulana Abul Kalam Azad (Minister of Education).
Sir, I beg to move:

“That this Assembly do proceed to elect, in such manner as the Honourable the Speaker may direct, two members to serve on the Central Advisory Board of Archaeology in India constituted by the Government of India *vice* Shri R.R. Diwakar and Shri T.A. Ramalingam Chettiar resigned from the Board.”

Mr. Speaker : The question is:

“That this Assembly do proceed to elect, in such manner as the Honourable the Speaker may direct, two members to serve on the Central Advisory Board of Archaeology in India constituted by the Government of India *vice* Shri R.R. Diwakar and Shri T.A. Ramalingam Chettiar resigned from the Board.”

The motion was adopted.

Document No. 28

MAULANA'S SPEECH DATED 9-4-1949 AT THE INAUGURATION OF THE NATIONAL COMMISSION OF UNESCO, NEW DELHI

I have great pleasure in welcoming you to this inaugural meeting of the National Commission of Unesco. This is in some ways a memorable occasion, for the constitution of the National Commission gives concrete shape to our efforts for international co-operation in the fields of education, science and culture. It would therefore perhaps be appropriate if I should describe in some detail the aims and objectives of Unesco and the manner in which it has attempted to carry out its purposes.

After the experience of two world wars within the course of barely twenty-five years, thinking men and women all over the world realise, as never before, that there must be a change in the outlook of man to avert the calamity of a future disaster. It was out of this universal desire to find an instrument for the settlement of disputes without resort to war that there arose the United Nations with renewed hope for afflicted humanity.

All conflicts have their ultimate origin in the mind of man and it was felt that unless the causes of fear, suspicion, distress and jealousy could be eradicated from human minds no efforts by politicians and statesmen could remove the possibility of future wars. At the time of the preliminary discussions for setting up a United Nations Organisation, it was therefore decided that there should also be an organisation for promoting closer collaboration among different people of the world in the fields of education, science and culture. Accordingly, Unesco was set up to achieve these ends.

At the time of the constitution of Unesco, it was realised that co-operation and understanding among nations could be built only if there was co-operation and understanding among the different elements within the nation itself. If within a nation itself there were divergent elements whose differing points of view had not been fully co-ordinated,

such a nation could hardly serve as a harmonious unit in the international setting. Experience showed that there was not only colossal ignorance about different nations but in many cases members of the same nation were ignorant of one another's attitudes, beliefs, customs and faith. This was an experience which was almost universal except in the case of a very few small and homogeneous nations. Further, it was felt that closer co-operation between different elements in our national life would lead to a promotion of activities in all the fields of education, science and culture. The constitution of Unesco therefore provided that every nation should set up as soon as possible a National Commission or co-operating body for furthering the aims and objects of Unesco within the national unit. It was also felt that such activities could be carried out better by a non-official agency than by the Government or anybody set up directly under the Government auspices.

The constitution of Unesco provides that only States can be members. This guarantees that there will be no possibility of adding to international complications through its activities. There is, however, another aspect of the question which cannot be ignored. The nature of education, science and culture is such that their cause can be served better by private and voluntary agencies. This is the reason why Unesco constitution insists that there should be voluntary bodies or National Commissions to perform its functions in the national field.

Unfortunately, the experience of the last three years has not fully justified the hopes which were raised by the establishment of the United Nations Organisation. In spite of the initial agreement with which it started, it has today become the arena for struggles between rival blocks. It is true that the struggle is yet only a cold war. This is, however, little consolation to those who seek peace on an enduring basis. It is tragic that even today nations have not given up the old attitudes which so often led to war.

The one gleam of hope offered in this dark picture today is the manner in which Unesco, an allied organisation of the United Nations, has been attempting to establish better relations among human beings in the fields of education, science and culture. It is obvious that in the realm of material clash of interests, compromise is difficult while in the fields of the creative spirit, co-operation and compromise are not only possible, but are the natural law. The division of material wealth leads to a diminution in quantity while the distribution of spiritual wealth leads to mutual enrichment. Unesco has also rightly recognised that all

conflicts, even in the material field, have their ultimate origin in the mind of man. It was therefore felt that unless the causes of fear, suspicion, distress and jealousy could be eradicated from the human mind, no efforts by the politicians and statesmen alone could remove the possibility of future conflicts. This is the justification of Unesco as well as the reason why it has become a rallying ground for the faith and hope of all who want to avert the disaster of a third world war.

In its brief life of three years, Unesco has already made considerable progress towards the achievement of its objects. The very fact of associating together a large number of people of different nations with marked differences in language, background, social habits and outlook is a considerable achievement. The obligation under the constitution of holding the General Conference in a different country each year has added to the burdens of the Secretariat but in spite of such initial difficulties, the progress achieved holds promise of still greater achievements in the future. In three years, the membership has increased to 44 while national commissions are either in operation or about to be inaugurated in about 35 countries. A large number of international conferences and seminars have been held under its auspices. Of the various activities in these fields, one which deserves special mention is the establishment of the Institute of Hylean Amazon. Another is the establishment of pilot projects in fundamental education in Haiti. The development of the educational section as a clearing house for ideas and experience in different parts of the world is also proving extremely helpful. The constitution of a new Division of Arts and Letters with Dr. Lin Yutang as head has also contributed to a greater exchange in cultural matters between the Asian and European countries. Recently, it was decided to set up a special centre for the Middle and Near East. It has also been decided to promote the establishment of an Institute for Arid Zones and another for the study of conditions in high altitudes.

Unesco has also tried to contribute to a clearer analysis and understanding of the philosophical concepts as the basis of modern civilisation. A volume on human rights is already in the press and one on the concept of democracy is under preparation. A specialised journal, *Museum*, and an official organ called *The Unesco Courier* are among its regular publications.

Unesco has helped in the organisation of work camps for both reconstruction and education in war devastated areas. It has arranged for the exchange of students and voluntary works. During 1948, over 50 million dollars were distributed in educational relief by voluntary

organisations largely through its efforts. In its last conference at Beirut it decided to extend the field of reconstruction from the war devastated areas to the undeveloped or underdeveloped areas of the world in order to help in the achievement of more uniform standards throughout the world. It is expected that a concrete programme for the achievement of this end will be one of the main items before the next General Conference.

Unesco has also been helping the exchange of books by Book Coupons for countries which have a shortage of dollars. It has also helped in making scientific equipment available to countries short of such material. A Field Science Co-operation Office has recently been established in Delhi for South Asia. The East Asia Science Co-operation Office has undertaken the responsibility of allocating and distributing in that region two million dollars worth of education and engineering equipment collected by Unrra.

Another project undertaken by Unesco is the translation of great books in order to make the cultural heritage of different countries available to one another. Considerable progress has been made in exploring the possibilities of the production of cheap books. Another valuable contribution to international understanding is the project of studying the causes of tensions between different people and communities with a view to finding out methods of eradicating them. Its most ambitious venture in this field is the project to produce a scientific and cultural history of mankind.

Members will be glad to learn that ever since the foundation of Unesco, India has been playing an important part in its deliberations. She is one of the founder members and helped in the shaping of its aims and purposes. In spite of the political and other disabilities under which she then laboured, and the extremely restricted size of her delegations, she played a leading role in both the first and the second conferences. She has been on the Executive Board from the very beginning and her representatives have made valuable contributions in almost every sphere of Unesco's activities.

During the last year, several achievements and projects of special interest to India have been undertaken. The election of Prof. Radhakrishnan as the Chairman of the Executive Board has brought an Asian to the Head of the Organisation for the first time. The Indian Delegation at the third Conference played a very important role and made valuable contributions in almost every decision taken there.

Some of the Indian experts who have been associated with the special activities of Unesco during the last year may be specially mentioned. ✓ Dr. Zakir Hussain attended a meeting on Fundamental Education of Experts in Paris in April 1948, and Mr. N.K. Sidhanta attended a meeting of experts for the translation of great books. Mr. Humayun Kabir of this Ministry was invited to contribute a chapter to Unesco's volume on Human Rights as a result of the International Symposium. Mr. Lakshmanan, Director General of All India Radio was invited to attend the Technical Needs Commission Expert Committee and Mr. Kirpal of this Ministry to survey the educational and cultural needs of the refugees in the Middle East. Dr. S.K. Banerjee attended the International High Altitude Research Conference and Mr. M.S. Sundaram of this Ministry represented India in the Preparatory Conference of the universities of the World.

During the last General Conference of Unesco, there was a proposal to hold a Far Eastern Seminar on Education. The object originally considered was 'Education of War-handicapped Children,' but at the instance of India, the subject finally chosen was 'Adult Education' which is the most pressing problem facing all the Asian countries. Unesco has accepted India's invitation to hold the seminar in India. This will be its first seminar to be held in Asia and is to take place during November.

For reasons which are known to every one, it has not been possible to set up the Indian National Commission of Unesco earlier. As members are aware, the problems created by partition demanded all the energy and attention of the Government till about the middle of 1948. As soon as things started settling down, the Government appointed a Committee to consider the setting up of a Commission and after its report had been approved by the Central Advisory Board of Education in January this year, the Government did not allow any lapse of time in setting up this Commission. It is expected that this Commission will serve as a focus of educational, scientific and cultural activities of the Nation and will contribute to the enrichment of national life in all these fields as well as better co-operation and understanding with other countries.

Document No. 29

SPEECH OF MAULANA AZAD ON THE OCCASION AT THE LAYING OF FOUNDATION OF THE CENTRAL INSTITUTE OF EDUCATION ON 18-4-1949 IN NEW DELHI.¹

Immediately after I assumed charge of the Ministry of Education in January 1947, I looked into the development projects which had been accepted in principle but not carried out in practice. Of these, one of the most outstanding was the scheme for a Central College of Training for Teachers. The Central Advisory Board of Education had, in 1944, recommended the establishment of two training colleges—one for men and the other for women, each providing for an intake of 200 students for the service of the Centrally Administered Areas and the smaller provinces and states. On grounds of economy the Government of India modified that recommendation and decided to establish one college for both men and women, with a capacity of 300. Provision was accordingly made in the budget of 1946-47 for the establishment of the college.

When I took office, I was therefore surprised to find that the whole programme had been held up on the ground of shortage of building materials. I was aware of the difficulties in securing steel and cement and other equipment and I could understand the delay in the implementation of the building programme. I could not, however, understand why this led to a postponement of the entire scheme. Even if buildings were lacking, the institute could have been started in temporary structures or hired houses, but here, as in so many other cases, programmes of educational development were held up on the ground of lack of accommodation. This undue stress upon buildings has always seemed to me to be an instance of confusing ends with means. Buildings are only a means of which the end is education, and yet it seemed to me that many of our educational planners were so engrossed

1. Foundation of the Institute was laid by Pandit Jawaharlal Nehru

with building projects that they could not conceive of carrying on educational work in their absence. I therefore decided forthwith that the institution must be started immediately with whatever accommodation was readily available.

The period was an exceedingly difficult one and all the attention of the Government was concentrated first on the disturbances in the Punjab and later on the impending division of the country. Even then, a small house was secured in the Delhi University area in July 1947. I realised that this was not adequate for our needs and the work of the institute even on the smallest scale could be carried out only by the additional accommodation provided in tents. In spite of our anxiety to get the institute working, a further period of delay was enforced by the division of the country and the extension of disturbances of Delhi itself, and for several months all normal activities had to be totally suspended. As soon, however, as the situation was brought under control, on the 19th of December, 1947, the Central Institute of Education was formally opened by Lady Mountbatten and it started to work in one hired building and several tents.

It is hardly necessary for me to relate at length the importance of an institute of this kind. With literacy figures so low as only 15 per cent. the paramount importance of expanding the facilities of education is obvious. The acceptance of democracy as the pattern of our State has, if anything, added to the urgency of the problem. It is also self-evident that the first step towards expanding the facilities of education is to provide for an increase in the number of trained teachers. Equally necessary is an institution to assess the results of educational methods followed till now and devise improvements, demanded in the changing circumstances of today.

It will be noticed that the institution, which was started in December 1947, was the Central Institute of Education and not the training colleges which had originally been planned in 1944 and 1945. This meant not merely a change in nomenclature, but a considerable expansion in the purpose and functions of the institution. I felt that changes were necessary in two directions. First, it should not be merely a college for training teachers but also an institution for research in the fields of education. Secondly, its services should not be restricted to the Centrally Administered Areas but should extend to the whole of India.

The Central Institute will therefore both train teachers for higher and secondary schools and also carry on research on the problems of

basic and secondary education. The stage at which a child should be introduced to a craft as distinct from activity, the relative emphasis on craft and academic subjects and their correlation, the production of a new type of school literature to bring out the social functions of all human activity, the degree of abstraction possible in the earlier stages of education, the stage at which there may be some bifurcation between academic subjects and crafts, the grouping of children according to aptitude, taste and ability, the place of art in the school curriculum – these are only a few of the many problems which arise out of a new conception of basic education and require constant and careful study in a research institution.

There are also problems relating to adult education which demands fresh and careful scrutiny. It is a commonplace that the methods which are suitable for children cannot without modification be applied to adults. No doubt, a good deal of work in this connection has been done in other countries of the world but each country has its own peculiar problems arising out of its social and economic background and its political history. We will have to devise the quickest methods of liquidating adult illiteracy. Equally important is the maintenance of a continued service of literature to prevent relapse into illiteracy. Thus alone can we provide adult literates with the knowledge to discharge their functions as citizens of a democratic state.

I could go on referring to many other problems which require immediate attention if we are to make our education truly creative. The system of examinations is itself being studied all over the world. The problem of textbooks which will provide useful and interesting information and at the same time develop a truly human outlook on world affairs is also engaging the attention of many countries. The aim and purpose of secondary education also require a re-examination. It is my hope that the Central Institute of Education will be our laboratory for examining all these important questions under controlled conditions and offering suggestions as to the best methods for their solution.

I have already stated that we did not allow the lack of buildings to delay the starting of the institution and I am glad that, in spite of these difficulties, the institution has made good progress. Nevertheless, I felt that now that the Institute has started to work, we must provide suitable buildings for it as soon as possible. When the plans were made in 1945, the estimated expenditure for buildings was Rs. 18 lakh, but the sharp rise in the cost of construction is bound to lead to an increase in

expenditure. I am, however, glad that, notwithstanding the difficulties, we are today in a position to take in hand the building programme of the Institute and I hope that it will, in the near future, have all the buildings it needs.

A library of over 5,000 books has been built up at cost of approximately forty thousand rupees. We are hoping that when completed, the Institute Library will be comparable with similar research libraries elsewhere. I am also hoping that we shall, in the course of the next year or so, attach to the Institute a Psychological Section to carry out experiments in aptitude tests, selection methods, vocational guidance and other services.

We are conscious that only a beginning has been made and all that we propose and hope to accomplish is still in the realm of the future. Foundations truly laid are, however, a guarantee of future success, and no one, Mr. Prime Minister, is more aware than yourself of the need of imaginative planning and bold execution in order to achieve our objects. It is for this reason that we requested you to lay the foundation of this Institute, so that this new institution may, from its very inception, be inspired by that broad humanism and width of culture which have distinguished your actions in public and private life. I have, Mr. Prime Minister, great pleasure in requesting you to lay the foundation-stone of this Institute.

Document No. 30

LETTER FROM DR. TARA CHAND TO RAJAJI

New Delhi
30 May, 1949

Dear Shri Rajagopalachariji,

I am enclosing a note concerning the appointment of a committee to investigate the affairs of the Banaras Hindu University with a view to suggesting what changes (if any) may be made in the Act, statutes and regulations of the university and for the improvement of the working of the University.

I am not sure whether the fourth paragraph regarding the Universities Commission and the first three lines of the fifth paragraph should be included in this.

According to the Act of the Banaras Hindu University, Section 19 vests certain emergency powers in the Governor-General in Council. I am enclosing a copy of the Section. The procedure laid down seems to require that the Governor-General-in-Council should first indicate to the Council the matter in regard to which he desires explanation and if the Council either fails to offer any explanation within the time prescribed or offers an unsatisfactory explanation, then he may issue such instructions as appear to him to be necessary. I do not know whether the Government can without following this procedure straightaway appoint a committee. I hope you will kindly look into this matter and advise as to what should be done.

Yours sincerely,
Tara Chand

His Excellency Shri C. Rajagopalachari

Enclosure I

BANARAS HINDU UNIVERSITY

NOTE ON THE APPOINTMENT OF A COMMITTEE TO INVESTIGATE THE AFFAIRS OF THE BANARAS HINDU UNIVERSITY

The Banaras Hindu University Act was passed in 1915. It was amended in minor respects in 1922 and 1930. Since then the authorities of the university have drawn the attention of the Government of India from time to time to its pressing needs, and the time has come to examine closely the working of the Act and the administration of the university with a view to adapting the constitution thereof to present-day conditions and to attain a more efficient management of this, one of the most important universities in India and one which is the direct responsibility of the Central Government. It has therefore become necessary to appoint a small committee consisting of the following members to examine the working of the university:

Shri Rustom Masani¹

Bakshi Tek Chand

Dr. C.R. Reddi, and

The Vice-Chancellor of the Banaras Hindu University.

The committee will generally review the work of the Banaras University and to that end hear such evidence as they deem necessary, and scrutinise any paper or document which they consider relevant and useful. The committee will, in particular, consider –

- (a) how the administrative machinery of the university has functioned;
- (b) how the finances of the university have been managed, what are its sources of income and its expenditure;

1. Sir Rustom Pestonji Masani: Former Vice-Chancellor of Bombay University.

- (c) how the standards of teaching, examination and discipline have been maintained, whether the university should continue Intermediate classes and maintain all the present departments and subjects; and
- (d) how the affairs of the University have been conducted in furtherance of the objects and purposes of the university.

The committee will also enquire into the relations of the university with the provincial and Central Governments and examine its present needs and its requirements in the immediate future.

The committee will, after considering all the material before it, recommend such changes in the Banaras University Act, 1915, or in the statutes and regulations made thereunder as they deem necessary and such measures for improvement in the structure and working of the university as in their opinion should immediately be undertaken.

Enclosure II

SECTION 19 OF THE BANARAS HINDU UNIVERSITY ACT XVI OF 1915

19. (1) If, at any time, the Governor-General-in-Council is of opinion that special reasons exist which make the removal of any member of the teaching staff desirable in the interest of the University, or that, as a special measure, the appointment of a certain examiner or examiners to report to him is desirable to maintain the standard of University examinations, or that the scale of staff of the University is inadequate, or that in any other respect the affairs of the University are not managed in the furtherance of the objects and purposes of University or in accordance with this Act and the Statutes and Regulations, he may indicate to the Council any matter in regard to which he desires explanation, and call upon that body to offer such explanation as it may desire to offer, with any proposals which it may desire to make, within such time as he may prescribe.

(2) If the Council fails to offer any explanation within the time prescribed, or offers an explanation or makes proposals which, in the opinion of the Governor-General-in-Council, is or are unsatisfactory, the Governor-General-in-Council may issue such instructions as appear to him to be necessary and desirable in the circumstances of the case, and the Court shall give effect to such instructions.

Document No. 31

LETTER FROM RAJAJI TO MAULANA AZAD

New Delhi

7 June, 1949

My dear Maulana Sahib,

I place a letter dated 30 May 1949¹ from Dr. Tara Chand² about the appointment of a committee to look into the working of the Banaras Hindu University, and its enclosure. I assume you have already been consulted in the matter.

Section 19 of the Banaras University Act, 1915, which confers certain emergency powers on the Central Government and prescribes steps and conditions therefor is no bar to the appointment of a committee for the purpose in view. What is intended now is that a thorough examination of the working of the university should be undertaken with a view to promoting necessary amendments in the Act and for more efficient management of the institution. A Government resolution constituting the committee, on the lines of the enclosed draft, should, I think, suffice, and if you see no objection, I could send it to the Prime Minister as Lord Rector of the University for securing the approval of the Cabinet.

Yours sincerely,
C. Rajagopalachari

The Hon'ble Maulana Abul Kalam Azad
Minister for Education

1. See previous Document.

2. Secretary and Adviser, Union Ministry of Education. 1948-51; Ambassador to Iran, 1951-56.

Document No. 32

LETTER¹ FROM MAULANA AZAD TO PT. NEHRU

Camp "Chashm-e-Shahi"

Srinagar

9 June, 1949

My dear Jawaharlalji,

Please refer to your letter of 31 May about the selection of nurses for overseas scholarships. I agree with you that for the present the work of the selection of nurses may be left with the Ministry of Health. I have issued necessary instructions to the Joint Secretary in this connection.

Dr. Tara Chand sent me a summary of the conversation he had with you and Rajaji regarding the Hindu University. There is no doubt that the affairs of this university have been deteriorating and if no steps were taken at an early date to remedy the defects, they might get worse and much of the dirty linen might be washed in public. The question for decision all along had been when action should be taken and in what form. I considered the matter from its various aspects and had reached the conclusion that we should wait for the report of the University Commission which, as you know, has particularly been asked to look into the working of the three universities under the control of the Central Government and submit its report after taking all the relevant factors into consideration. Therefore, I thought it would be better if we had this report before us and in the light of which action could be taken.

Dr. Tara Chand, however, informs me that Rajaji and you have agreed to the formation of a three-man committee which will submit its report after examining the general administrative and educational condition of the university. The terms of reference for the committee will be in general and no reference to the Vice-Chancellor will be made. The names of Masani, Tek Chand [and] Reddy have been suggested for the committee. I agree with all this. I now feel that a detailed report from this committee will help us to consider in its true perspective the

report which will be submitted by the University Commission. If the committee is established soon and starts its work immediately on its establishment, it is hoped it will be able to submit its report to Government by the end of September next.

The other consideration which has weighed with me in coming to the above agreement is that there is a fear that after the summer vacations are over the student community of the University, who were found restless before the vacations started, might resort to doing some unpleasant things. The formation of the committee will, in all probability, have a good effect on the students and stop them from taking things into their own hands.

I have sent a note about the committee to Dr. Tara Chand and my approval for its formation. If you feel that this note should be submitted to the Cabinet, it will be sent to the Cabinet Secretariat. Personally I do not think there is any need for its being submitted to the Cabinet. If the latter be the case, the Education Ministry will write to the Chancellor or the Rector to appoint a committee as above.

Yours sincerely,
A.K. Azad

The Hon'ble Pandit Jawaharlal Nehru

1. This letter was sent to Sardar Vallabhbhai Patel by Pandit Nehru on 13-6-1949 to inform previous views to Maulana Azad.

Document No. 33

**LETTER FROM PT. JAWAHARLAL NEHRU TO
MAULANA AZAD**

New Delhi

13 June, 1949

My dear Maulana,

Your letter of 9 June.

I think it will be desirable to have a three-man committee as you have suggested. The names mentioned in your letter are Masani, Tek Chand and Reddy. I presume you mean the elder Masani, who was Vice-Chancellor of Bombay University. I mention this, as I think the younger Masani would not be suitable.

I do not think this matter need be put up before the Cabinet. But I think that the Governor-General and Sardar Patel should be informed of it, as they have taken interest in the Hindu University affairs. I am writing to both of them.

Yours sincerely,
Jawaharlal Nehru

The Hon'ble Maulana Abul Kalam Azad

Document No. 34

LETTER FROM MAULANA AZAD TO RAJAJI

Srinagar

18 June, 1949

My dear Rajaji,

I thank you for your letter of 7 June 1949. Dr. Tara Chand had written to me to say that he had a talk with you and Pandit Nehru regarding the Hindu University and it had been agreed that a three-man Committee might be formed in order to go into the working, administrative as well as educational, of the university. I had agreed to this and thought that the proposed committee consisting of Rustom Masani, Bakshi Tek Chand and C.R. Reddy would prove useful for the work. But, from the draft resolution which you have sent with your letter it appears it has now been proposed to include the Vice-Chancellor of the university into this Committee. I feel that if the present Vice-Chancellor of the university was included in it, would not be regarded by many as desirable and whoever is conversant with the present affairs of the university would take very lightly the formation of such a Committee.

I am, therefore, of the opinion that either no committee may be formed for the present or if one was to be formed in the interests of the university, the present Vice-Chancellor should have no place on it.

I intend to stay here till the end of this month and hope to be in Delhi some time during the first week of July.

Yours sincerely,
A.K. Azad

His Excellency Shri C. Rajagopalachari
New Delhi.

Document No. 35

LETTER FROM RAJAJI TO MAULANA AZAD

20 June, 1949

My dear Maulana Sahib,

I thank you for your letter of 18 June about the Banaras Hindu University. I think when you return we shall one day personally discuss the question and settle matters.

I am going to Simla tonight and shall return to Delhi on 1 July.

Yours sincerely,
C. Rajagopalachari

The Hon'ble Maulana Abul Kalam Azad
Srinagar

Document No. 36

LETTER FROM DR. RAJENDRA PRASAD TO MAULANA ABUL KALAM AZAD

1, Queen Victoria Road,
New Delhi

The 24th June, 1949

My dear Maulana Saheb,

There is a large number of manuscripts of great value lying about in various places in the country and in the neighbouring countries like Nepal, Tibet, etc. These have a great historical interest for our country and should as far as possible be collected, preserved and catalogued. A great deal of such literature has gone away to England and other countries but what remains should be preserved. I believe, many of the States have got such collection of historical material but as valuable material may deteriorate. I would, therefore, suggest that steps may be taken by the Government to collect and preserve them. Steps should be taken for the preservation of even such as have to be left where they are. A catalogue is absolutely essential. May I therefore request that the Government may depute some of its officers to do this work of national importance? The archaeological department or the department which is in charge of the archives might undertake it and if necessary a few special appointments may be made in this connection. As it is matter of public importance I thought it necessary to draw your attention to it, although I know that you are also interested in it.

Yours sincerely,
Rajendra Prasad

The Hon'ble Maulana Abul Kalam Azad
Minister for Education
New Delhi.

Document No. 37

LETTER FROM SARDAR PATEL TO MAULANA AZAD

New Delhi

23 July, 1949

My dear Maulana Sahib,

With reference to the discussion we had the other day on Banaras Hindu University, Rajaji tells¹ me that he has not agreed to your proposals and has, in fact, pressed his original position. I feel myself that Rajaji's proposals were the best in the circumstances and would again ask you to reconsider whether those proposals should not be accepted.

Yours sincerely,
Vallabhbhai Patel

The Hon'ble Maulana Abul Kalam Azad
New Delhi

1. See appendices for more details.

Document No. 38

SPEECH, DELIVERED BY MAULANA AZAD DATED 19-8-1949 AT THE PROVINCIAL EDUCATION MINISTERS' CONFERENCE HELD IN NEW DELHI

We have as one of the items for discussion today a problem which raises fundamental issues of law and justice. Till now, the State has looked upon an offence as a crime for which the offender must expiate. Such offences, whether you call them crimes or sins, were regarded as evil and attracted as their inevitable consequence punishment. Punishment was therefore regarded as a consequence of crime and justified in itself. The classic exposition of this view is in the principle "An eye for an eye, a tooth for a tooth."

Later ages, however, raised the question of the utility or justification of punishment. Critics arose who asked how a murdered person benefited by the slaughter of his murderer. In fact, the only result was the loss of life of two individuals instead of one. Punishment was therefore sought to be justified on grounds of its deterrent character, but even this did not satisfy critics who pointed out that, as a matter of fact, punishment did not deter. A new school of thought arose, which approached the problem of punishment from the point of view of reform of the offender. Instead of a retributive theory of punishment, we thus find the emergence of an educative and reformatory theory of punishment.

This dispute between the different theories of punishment has not yet been settled, but on one point there is almost unanimous agreement among both theorists and practical men of affairs. All are agreed that in the case of juveniles there must be a change of outlook with regard to punishment. For one thing, young persons, without maturity of judgment, cannot be held fully responsible for their actions. For another, experience has shown that confinement of such juveniles in jails confirms them into criminals. In fact, children who may have committed some crime through want to knowledge or on the impulse of the moment, become habitual criminals if they are once sent to jail.

Recognition of this fact had led many countries to provide separate establishments for juveniles. In India we have had reformatories and houses of correction in different provinces, but it must be admitted that even these have not fully met the purpose. The provision of such reformatories or juvenile jails has, no doubt, separated the juvenile offenders from the confirmed criminals, but as they themselves have been miniature jails, the educative and reformatory aspect has not found a proper emphasis.

Apart from the inadequacy of existing institutions in India, we have to recognise the fact that their development in the different provinces has been unequal. Bombay, which has gone farthest in the matter, passed its Children's Act in 1924 and revised it in 1948. It has 17 Remand Homes and uses a large number of Probation Officers to look after juvenile delinquents. Thirty-two such officers have been appointed by the Government in addition to 150 working on a voluntary basis and seven appointed by non-official bodies. Bombay has 28 Certified Schools and 12 Associations which attend to the after-care of the children. No other province has gone so far, though Madras, under its Children's Act of 1920, has set up five Juvenile Courts and six Certified Schools. The C.P. passed an Act in 1928 and has 32 Probation Officers and one Certified School. West Bengal has a Children's Act, passed in 1922, and recently the West Bengal Government has initiated action to change the character of administration in respect of juvenile crime. East Punjab has an Act before the Assembly, while the U.P. Government are drafting a Bill for the purpose. We have no information of such Bills in either Assam, Bihar or Orissa.

The position with regard to the care and management of juvenile delinquents is thus obviously unsatisfactory. In the first place, not all the provinces that have Children's Acts on their statute-books are working them adequately. The work is chiefly confined to bigger cities and even there it leaves much to be desired. The Probation Officers have not the requisite training; nor have the magistrates of the Juvenile Courts the required qualifications. The Certified Schools are not working properly and after-care is all but non-existent.

A little consideration will show that in a matter like the problem of juvenile delinquency and the proper methods of dealing with it, there must be uniformity among the different provinces. It is also desirable that the practice of this country should conform, as far as possible, to that of other enlightened countries of the world. In the U.K., the persons between the age of 8 and 17 are regarded as juveniles and are

tried by special Juvenile Courts. Panels of magistrates are selected from Justices of Peace and, according to present regulations, these panels consist of two or three persons selected every three years. In metropolitan courts one of the magistrates must be a woman, while outside London this practice is observed as far as possible. The administration of the courts is under the Home Officer, but special Advisory Committees were set up in 1910 in order to make the attitude of the administration more progressive. In the past, punishment for the juvenile delinquents was in proportion to the gravity of the offences but in recent times, the trend is towards the reclamation of the future citizen rather than the punishment of an offender.

The change-over from punishment to education is almost complete in the U.S.A., and in some of the European countries. In the U.S.A., the upper age-limit for juvenile delinquents is 21. Up to the age of 18, the offender is under the exclusive jurisdiction of the Juvenile Courts, but from 18 to 21 these courts exercise a concurrent jurisdiction with the ordinary courts. The trend of legislation is to make the Juvenile Courts independent of the ordinary system of criminal justice. In addition to the special magistrates, the U.S.A. provides for references to assist in the hearing and disposition of the cases. Where the delinquent is a girl, it is the practice to associate a properly qualified woman referee with the Court. The U.S.A. has no advisory bodies, perhaps because social service agencies play an important part in all cases before the Juvenile Courts.

One feature which is common to both the U.K. and the U.S.A. is the effort to retain the child in his or her own surroundings. The U.S.A. has the largest provision for institutional care, but even there the trend of theory is away from institutional care to the education of the delinquent in his or her own home atmosphere. The following table gives an idea of the results of the disposition of cases in the Juvenile Courts in the U.K. and the U.S.A.:

	U.K.	U.S.A.
Put on probation	51%	43%
Discharged after charge proved or bound over with supervision	32%	29%
Committed to Schools	9%	16%
Fined	6%	6%
Probation to non-official persons		12%
Placement with board department or agency	2%	3%
Other care		1%

The examples of the U.K. and the U.S.A. therefore indicate that the most progressive opinion in the world today favours that the juvenile offender must be regarded as a subject for education rather than punishment, and where it is necessary to send him to a reformatory, the character of such juvenile institutions must change. They should be educational institutions in the best sense of the term and not "houses of correction or penalty." These progressive countries have also found by experience that the best method of dealing with juvenile delinquents is to provide for their instruction without removing them from their homes. This requires a close co-operation with their families.

As I have already stated, there must be uniformity among the provinces with regard to measures for dealing with juvenile delinquency. It seems that this can best be achieved by means of central legislation with an enabling clause which will permit provinces to make such minor modifications as may be necessary. Notice of a private member's bill for dealing with some aspects of juvenile delinquency has already been given by Dr. Panjabrao Deshmukh and is likely to come up during the next legislative session of the Constituent Assembly. After this Conference has decided on the main lines which such legislation should take, one of the two procedures may be followed. Either we may accept Dr. Deshmukh's bill with such modifications as may be necessary or, in the alternative, we may introduce a more comprehensive bill as a Government measure.

I will briefly mention some of the points for consideration in this context. I have already referred to the fact that the trend of progressive opinion in Western countries favours the retention of juvenile delinquents in their homes. We have to consider whether in the prevailing conditions in India, juveniles will benefit more by being trained at home or by receiving instruction in special hostels established for the purpose.

Another point which the Conference will have to consider is the question of institutions dealing with juvenile delinquency. While Juvenile Courts may remain in the administrative charge of the Home Department, assisted by the Education Department, it appears to me that the homes and schools for the juvenile delinquents must be directly administered by the Department of Education itself.

The Conference should also advise on the nature of instruction to be provided in such schools and homes. It is obvious that in addition to instruction in letters, there must also be a provision for training in some craft or trade. The provision of moral instructions seems to me to be

equally important. This need not be narrow or sectarian, but wide ethical teaching of a universal type that will help in building up the character of the inmates.

The final point for consideration is the question of setting up an Advisory Committee in every province. These committees should be small and compact and should include Education Ministers, representatives of the Law and Home Departments and some social workers.

The second big problem before this Conference is the question of the medium of instruction at different stages of school education. The basic principle in this matter is not in dispute. The claims of the mother tongue are accepted by all but in spite of this, there are complaints that this principle is not always observed in practice. On the contrary, a language other than the mother tongue is sought to be imposed on the minorities.

India is a vast country with many languages. We must accept unreservedly that all these languages are Indian languages and deserve the same treatment. Where a province is linguistically homogeneous, there is no difficulty in acting on this principle, but even where the languages transcend provincial barriers, this should not affect our attitude to the problem. Since all the languages are Indian languages, what objection can there be if a minority in a particular province speaks or learns a language other than that of the majority? One thing is certain. Even if our aim is unity, it cannot be achieved by compulsion or imposition. Experience has shown that the only way to achieve unity in cultural or linguistic matters is to accept the existing differences. Any attempt to iron out the differences only leads to greater conflict and bitterness.

A constructive approach to this problem cannot but lead to an amicable settlement. It is therefore a matter for gratification that the C.A.B. of Education, which is representative of all the provinces, has decided unanimously that primary instruction should, provided there is the minimum number of pupils available, be invariably given in the mother tongue, and that even in the secondary stage, instruction should be provided in the mother tongues if a sufficient number so desire. It is obvious that the mother tongue of the pupil means the language which is described as such by the guardian of the pupil. How can any one, except the parents, decide what is the mother tongue of the child?

The conflict is not about the principle but about its application to concrete cases. Recently, the Congress Working Committee discussed the problem in all its aspects and, after a thorough examination of all the

issues involved, passed a resolution which you have no doubt seen. I am myself convinced that the attitude adopted by the Working Committee is the right one, and I hope that you will be of the same opinion and approach this problem with clear vision and without any mental reservations. I am sure that if this is done, all causes for grievance will be removed. We can then solve this problem once and for all, so that there may be no future complaints from any minority.

A satisfactory solution of the problem of languages is more important in the context of our newly-won freedom. We have only now achieved our freedom and it is essential that every effort must be made to develop a sense of solidarity among the nation. If we allow grievances to grow over basic things like the question of the mother tongue, I am afraid that the consequences will affect all aspects of our national life. I need hardly stress this point before you as you are equally alive to the necessity of a satisfactory settlement of this question. I would only appeal to you that we should approach this question with large-hearted generosity and try to meet the wishes of the minorities in a manner which will leave no ground for dissatisfaction or complaint.

Document No. 39

MAULANA AZAD'S ADDRESS DATED 21-8-1949 AT THE CONFERENCE FOR CULTURAL COOPERATION BETWEEN INDIA AND ASIAN COUNTRIES, HELD IN NEW DELHI

I am grateful to you for having accepted, at such short notice, my invitation to attend this preliminary meeting for the setting up of an organisation for cultural co-operation between the different Asian countries. I have, for a long time, felt that we must take steps to increase and strengthen such cultural contacts. From the earliest period of recorded history to almost the last days of the Moghul Empire, India's relations with her neighbours—both to her West and to her East—have been cordial and intimate. We remember the religious and cultural missions that went to countries so far flung as China and Japan on the one hand, and Egypt and Asia Minor on the other. We also remember the close trade relations which brought Indian traders and commercial men to the Byzantine courts or led them to colonise and develop outposts of Indian culture in the south-eastern regions of Asia. When we recall that all this was done at a time when the means of communication were meagre, if not primitive, we wonder even more at the closeness of contacts established then. With the loss of political independence, these ties were loosened and for over a century contact with our neighbours has been slight and occasional. I was convinced that we must take early steps for removing this lacuna and immediately on the attainment of our independence I decided to take action in the matter.

Following a Goodwill Mission from Iran, and Indo-Iranian Society was set up about four or five years ago. This was a move in the right direction, but it was not enough. We want to deepen our friendship and contact not only with Iran but also with Turkey and the countries of the Middle-East and China and our neighbours in South-East Asia. Such co-operation is also necessary from an international point of view. If we can create large blocks of goodwill in different areas of the world, grounds for suspicion and hatred will be removed and we can contribute to increased international understanding and amity.

Experience has proved that cultural contacts are far more effective in uniting nations than political alliances. Political alliances are based on a spirit of bargaining while cultural contacts deepen mutual understanding. Such understanding is more necessary today in view of the new awakening which is taking place throughout the Eastern world. We have today, throughout the Orient, a movement for educational and cultural regeneration which demands close attention and sympathetic study.

For various reasons, India in recent years has been brought into contact with the countries of Europe and America in varying degrees. The need today is for a greater understanding with countries outside that orbit. The need of an organisation to promote such cultural contacts is obvious, but I must confess that I have found some difficulty in choosing an appropriate name for such a body. One body to cover all these regions may well prove unwieldy, and I can think of no suitable name to cover all of them. Geography itself has determined the lines on which such associations can be built. We must, on the one hand, establish closer contacts with Turkey, Afghanistan and the Middle-East countries, on the other we should also develop closer relations with China, Japan and the countries of South-East Asia. A solution which strikes me at first sight is to have two bodies and call one India-Middle-East Association, and the other India-South-East-Asia Association. Even this is not fully satisfactory as Turkey and Afghanistan would not be included in a Middle-East Association. Similarly, an India-South-East Asia Association would leave out countries like China, Japan and Korea. It seems that the only way of overcoming this difficulty is to describe the organisation as an Indian Council of Cultural Co-operation. This body would have two different sections—one for the Western group of countries including Afghanistan, Turkey and Egypt, and the other for the second group, including Korea, Japan and China.

Obviously, the main object of such a Council will be to maintain and increase cultural contacts between India and these countries. It should act as an agency for the exchange of information and literature as well as personnel. Short visits of professors and students from India to these countries and from these countries to India would go a long way to increase mutual understanding. The Council should, I feel, also maintain a library and a reading room and arrange for the publication of magazines and other periodical literature.

A non-official organisation, if it is representative of the intelligentsia of the land, is, from the nature of the case, best suited to perform functions of this type. If we consider how such an organisation is to be set up, I think, you will agree with me that the best method would be to frame a constitution by which all the Indian universities and appropriate cultural societies may send three or four representatives to the proposed Council. In addition, the Council should include eminent men who have distinguished themselves in the field of art, letters or the humanities.

These are, however, matters of detail, which cannot be settled in this preliminary meeting. I have been considering how this Council can be set up most expeditiously, and have consulted others interested in the project. The best method seems to be as follows:

We should set up, today, an interim body which will define the aims and objects of the Council, draft its constitution and carry on other preliminary work. I would therefore request you to form a 'Provisional Committee' and appoint out of your numbers a sub-committee to work out the details of the scheme. This sub-committee should start work immediately and be instructed to complete its labours by October. The Council can then be formally inaugurated early in November, with representatives from the universities and cultural bodies from all over India.

Document No. 40

LETTER FROM MAULANA AZAD TO RAJAJI

New Delhi

22 August, 1949

My dear Rajaji,

As you had advised me, I asked the Chairman of the University Education Commission to let me have an advance copy of the Commission's report on the Central Universities. He has sent me two copies of the Chapter concerned. I am sending one copy to you; the other I have kept with me.

I enclose herewith a 'Confidential' note by the Commission on the Banaras Hindu University. The two notes will help you to have a clear picture how things stand in this university.

Yours sincerely,
A.K. Azad

His Excellency Shri Chakravarti Rajagopalachari
New Delhi

Enclosure

BANARAS HINDU UNIVERSITY

EXTRACTS FROM NOTE BY THE UNIVERSITY EDUCATION COMMISSION

The discipline of the university for some months past has been unfortunate.

The report of the officer of the Ministry of Finance deputed to scrutinize the accounts has pointed out many irregularities and asked for radical changes in financial management, etc.

There is a sense of insecurity and nervousness on the part of the teachers.

The working of the university bodies like the Court, the Council, and the Syndicate, has not perhaps been on sound or academic lines.

There have been complaints about victimisation of teachers and students.

Document No. 41

MAULANA'S INAUGURAL ADDRESS DATED 22-8-1949 AT THE ALL INDIA CONFERENCE ON ARTS HELD IN CALCUTTA

I am glad to welcome you to this first All India Conference on Arts to be held under the auspices of the Central Government. In the past, India made valuable contributions to the cultural world, especially in the fields of literature, religious philosophy, architecture and the fine arts. While these achievements were due to the innate genius of the people, the encouragement and support extended by enlightened kings and other lovers of art and culture should not be overlooked. The great traditions of the past still remain, but, for reasons which are known to you, the patronage which was extended by the State to the fine arts and other expressions of culture, has been largely missing since India lost her independence. A situation has now been reached where, unless prompt steps are taken to preserve, develop and enrich the heritage of our cultural traditions, they may be damaged beyond repair. With the attainment of independence, the need for encouragement to the different forms of Indian culture has become even more insistent.

I may recall to your memory the steps which have been taken in recent years to ensure the preservation and enrichment of our cultural heritage. About four years ago, the Asiatic Society of Bengal put forward proposals for the establishment of a National Cultural Trust which would be entrusted with the task of stimulating and promoting the culture of the country in all its aspects and represent the various cultural elements in our country. They proposed that the Trust should function as an autonomous and independent body predominantly non-official in its constitution and should operate through appropriate agencies. There should for the purpose be three Academies, namely, an Academy of Letters to deal with Indian languages, literature, philosophy and history, an Academy of Arts (including graphic, plastic and applied art) and Architecture, and an Academy of Dance, Drama and Music. The object of these Academies would be to develop, promote and foster

studies in the subjects with which they deal, with a view to maintaining the highest possible standards of achievement. The Trust should have the following additional functions in addition to those performed by the Academies :

- (i) to encourage cultural education and research with particular reference to the preservation and development of traditional Indian culture in relation to such subjects as literature, architecture, sculpture, painting, dancing, dramatic art and music;
- (ii) to acquire for the State sites, monuments, manuscripts, pictures or other objects of importance from the point of view of Indian culture;
- (iii) to advise the Government of India and the Provincial Governments in regard to cultural matters;
- (iv) to co-operate with the universities in the development of activities in the purely cultural fields;
- (v) to co-operate with the learned societies of India in order to encourage and expand the cultural aspects of the work now performed by them;
- (vi) to publish suitable popular literature on cultural matters;
- (vii) to maintain close touch with all parts of India (including states) by holding periodical conferences;
- (viii) to organise archaeological and other cultural missions to foreign countries and generally to develop and extend existing cultural contacts between India and other countries.

It was also proposed that the Trust should be financed by an endowment of four crores of rupees, which would make it independent of annual grants from the Central or the Provincial Governments. The Committee of the Central Advisory Board of Education which considered the proposals of the Asiatic Society of Bengal were of the opinion that such endowment was necessary if the trustees were to function properly. The Committee recommended that the Central Government should contribute half the amount while the Provincial Governments and the Indian States should contribute the balance in equal proportions.

The Government of India accepted the principle underlying the recommendations of the Central Advisory Board of Education and arrangements were made to bring the Trust into existence as soon as

possible. A sum of rupees eight lakh was therefore proposed in the budget for 1947-48, but the partition of the country and the disturbances which followed prevented the execution of the plan. During 1948-49, the proposal was again considered, but in view of the financial difficulties from which the country is now suffering, the establishment of the Trust had to be postponed. Nevertheless, a sum of Rs. 1 lakh was provided in the budget for 1949-50 to carry on the preliminary work in connection with the foundation of the Trust.

Instead of spending the major portion of this inadequate amount for the setting up of a secretariat for the Trust, we considered it more advisable to utilise the money, as far as possible, in schemes for the promotion of art in the country. I therefore decided that we should have three conferences during the year, the first with representatives of the visual arts, the second with men of letters and the third with representatives of dance, drama and music. It is in accordance with that programme that the present Conference is being held and I look forward to this gathering of representative artists from all over the country to offer advice to the Government in respect of some of the most urgent issues before us. I may, however, draw your attention to the fact that when the Asiatic Society of Bengal originally proposed the establishment of a National Cultural Trust and even when the Government of India first accepted the principle underlying that recommendation, we did not have in our view the proposed Indian National Commission for co-operation with Unesco. Now that this Commission has been established, I feel that we should re-examine the whole issue and consider whether much of the work which was originally to have been performed by the Trust cannot be performed by one of the Sub-Commissions or sections of the National Commission. You are aware that the National Commission is divided into three Sub-Commissions, namely, the Sub-Commission for Education, the Sub-Commission for Culture and the Sub-Commission for Science. Much of the work which the Cultural Trust was to have done would be co-terminus with that to be performed by the Sub-Commission for Culture. In fact, the three Academies of the proposed Cultural Trust, namely, the Academy of Letters, the Academy of Dance, Drama and Music and the Academy of the Visual Arts could very easily be formed under the aegis of the Cultural Sub-Commission of the National Commission. This, however, is a matter which requires further consideration, and I would at this stage only request all members to keep in mind the possibility of such integration of work under the

National Commission. This will not only make for simplicity, but also save considerable expense in money, men and energy.

Whether the work of promoting the artistic and cultural life of the country is to be carried out through a Trust or through the National Commission, the most important point is that there should be facilities for their preservation and development. Members of this Conference are perhaps aware that the Government of India have, as a first step towards the encouragement of Indian Music, promoted the establishment of two academies—one of Hindustani Music at Lucknow and the other of Karnataka Music at Madras. The object of these academies will be to promote advanced studies and research in these branches of Indian Music. The Government have also tried to encourage young painters and sculptors by the award of suitable scholarships. In 1947-48, six scholarships each of the value of Rs. 2,500 were given to promising young artist, and this year we have offered eight scholarships of equal value to young artists who are prepared to devote their talents to the revival and development of art in the context of social education in rural areas. The selection of scholars will be made by a committee of experts consisting of the principals of recognised art schools, and the works of the candidates are being displayed in an exhibition organised in connection with this Conference. It is also proposed to establish an Artists' Travelling Fund to encourage amateur artists. The Government of India have provided an amount of Rs. 15,000 and requested the provinces to make contributions to the fund. I fully realise that these are extremely inadequate measures, but we must recognise the grave financial difficulties through which we are passing. The fact that we have not allowed these difficulties to stand in our way and have made a beginning, even though on a meagre scale, should serve as an earnest of the future policy of the Government of India in promoting the development of our art and culture.

You are also aware that the Government of India are contemplating the establishment of a National Museum where the finest exhibits of Indian art will be collected and preserved for the nation. The entire collection of Amrita Sher Gil's paintings has been purchased, and, in addition, the Government have acquired valuable exhibits from several well-known private collections in the country. As part of this programme, it is proposed to attempt to secure such of our heritage as has gone out of the country and may be available on reasonable terms. You are, no doubt, aware that some of the finest specimens of our art, sculpture and miniature, went out of the country long ago. Some of these are in

national museums in foreign countries and it may be difficult, if not impossible, to bring them back. There are, however, other objects in the possession of private collectors or museums which come into the market from time to time and may be regained. I think you will agree that we should try to get back such objects wherever possible, and where the originals cannot be secured we should, at any rate, obtain copies made by competent artists, so that our representation of Indian art may not remain incomplete.

Before, however, any steps in this direction can be taken it is necessary to have full knowledge about the number of such objects and their distribution. We have some knowledge of exhibits in public museums and galleries. There are records also of some of the private collections, but there are many objects of art of which we have no information at all. I have already written to all our representatives abroad to inform us as early as possible about the number, description and location of art objects scattered within their respective areas. I, however, feel that non-official advice from experts is essential for the purpose, and I would ask you to consider whether this Conference may set up a small committee to make an inventory of such art objects as are at present abroad and advise the Government on the best possible methods to secure either the originals or their copies.

Another important question which requires the attention of this Conference is that of the relation of art to education in general. It is a sad commentary on our present system of education that art has either no place or plays a very minor role in our general education. One reason for this is, of course, the very one-sided view of education we have had in the past. Till now our education has aimed at developing only the intellect of the child. Even this is perhaps an over-generous estimate.

The present system of education has not always been conducive to the development of the whole intellect, but only encouraged the growth of linguistic efficiency among our pupils. This is one reason why there are so many people who display all the external signs of high education and at the same time exhibit in their attitudes, beliefs and conduct a totally uneducated mind.

It is today realised that no education can be complete which does not pay proper attention to the development and refinement of the emotions. This can be done best through the provision of facilities for training the sensibilities by the practice of one of the fine arts. Apart from the general question of developing the finest aspects of personality

through artistic education, there is also the immediate utility of such education in developing our manual skill and perceptive sensibility. It is recognised today that education at pre-primary or nursery stage can be best imparted by training the child in the matching of colours, shapes and sizes. This releases the creative instinct in the child and thus diverts his superfluous energy from merely destructive channels into those of social behaviour and decorum. Thus, whether from the point of view of training of the emotions or refinement of sentiments or development of manual skill and creative urge, the importance of art as an element of education cannot be over-emphasised.

The obvious implication of this is that a society is healthy and well-balanced if training in and appreciation of arts are widespread among its members. The modern malaise of society in which individuals are torn and divided and society riven with a hundred conflicts is the result of the fact that the arts have been divorced from intimate contact with life at a thousand points. I may recall to your minds that there was no distinction recognised between art and craft in the past. In the olden days, the craftsmen who produced objects for the use of society were also simultaneously artists. On the other hand, artists took pride in the excellence of their craft and never hesitated to take their full share in social production. One of the unfortunate results of the Industrial Revolution and the development of the capitalist system of production has been the divorce between art and craft. The result is that the artists tend to look down upon the craftsmen as mere artisans. The labourers who produce goods for consumption are, on the other hand, equally suspicious of the social and seemingly useless activities of the artists. In the sequel, both art and craft have suffered, so that art is today divorced from our immediate requirements while craft has degenerated into a mechanical manipulation from which all joy of creation has disappeared.

It is for the artists to attempt to bridge this gulf. You may remember the efforts of William Morris to overcome this breach by ensuring that even commercial products must have the highest artistic qualities. This would immediately result in an improvement of taste throughout society and thus enrich the life of the common man. It would, on the other hand, be of equal service to the artist himself. He could in such a context depend upon the support of society as a whole instead of a handful of rich patrons here and there. Much of the insecurity and poverty from which the artist suffers today is due to lack of social support. The moment he re-establishes contacts with society,

the causes of insecurity disappear and the results would be of advantage to art and craft and to society at large.

In a growing democracy the need of this closer relation between the artist and the average man has become even more important. It is the standard of the common man which determines the standard of society. If therefore the life of the common man is poor and devoid of artistic qualities, there is no possibility of a rich and flourishing art. Artists must therefore play their full part in the education of the people, and it is for this Conference to suggest to the Government how best this could be achieved through museums, art galleries, travelling exhibitions and any other methods that may be necessary.

This Conference may also appoint a small committee of experts who may advise the Government on the selection of some of the finest specimens of Indian art which would then be reproduced and made available to the people at large. It is obvious that the finest masterpieces will never be accessible to all individuals. Even if they are collected in the museums, only those who live in the cities where these museums are situated or those who have the means of travelling there, will enjoy such masterpieces. If, however, these masterpieces are made available in suitable copies at prices within the reach of everybody, one of the greatest obstacles to a general spread of art appreciation throughout the community will be removed.

I will conclude by drawing your attention to one other point. In the past, great artists enjoyed patronage of kings, courtiers and other men of affluence. In the modern world where democracy is the order of the day, the artist must look to the State for patronage. In the present stage of development of art appreciation among the people, this, however, involves a danger that the most original and talented artists may not receive that recognition which is their due. Excellence in art, as elsewhere, can be properly appreciated only by those who have in them the same excellence. However much we may desire that the standard of excellence must be high throughout the community, we must confess that this is not yet the case. In order therefore to ensure that the most powerful and original geniuses among the artists get their proper recognition, I would suggest for your consideration the establishment of an Academy of Art more or less on the lines of the world famous French Academy.

You will remember that the French Academy has only a handful of members and academicians. Its membership is the highest honour that

can fall to the lot of a Frenchman. Many are the scholars, artists or scientists who have worked for this honour throughout their life and have not been admitted to the distinguished company of the academicians. Such exclusiveness has given to the membership of the French Academy a distinction which has few equals anywhere else in the world. I would therefore be happy if in India we could establish an Academy of Arts, with a membership of not more than 30, confined only to people who by their creative work have established their position beyond dispute. It is not necessary that the Academy now, I cannot see how more than a dozen members can be elected straightaway. Whatever be the number of academicians so elected, they alone should have the right to elect their fellow members and once the full quota is complete, no one would be admitted to the Academy till a vacancy had occurred through death or resignation. If standards are once laid down, I have no doubt that membership of the Academy will serve as an incentive to the highest endeavours in the field of Art.

These are some of the problems which this Conference must consider. I hope we will be able to arrive at judicious and balanced decisions, so that the cause of art in independent India may flourish and we may recapture and enhance the glories of the Gupta and the Moghul periods.

Document No. 42

MAULANA'S INAUGURAL SPEECH DATED 2-11-1949 AT THE UNESCO SEMINAR ON RURAL ADULT EDUCATION, HELD IN MYSORE

On behalf of the Government and the people of India, I extend a most cordial welcome to all of you. We appreciate the spirit in which you have accepted our invitation, for in spite of the difficulties imposed by distance and by pre-occupations in your own countries you have responded to our call. I also wish to place on record my thanks to Unesco for having acceded to our request to hold its first Asian Seminar ✓ in our country and extending to us assistance and co-operation in all possible ways.

You have met here today to discuss what is perhaps the most ✓ important and vital problem for all Asia. The welfare, progress and prosperity of any State depend upon the quality of its citizens, and this in turn depends upon the education which moulds their character and shapes their thoughts. Important as a sound system of education is for all countries, it is still more important for the countries of Asia. Here we are witnessing a new awakening after centuries of slumber and quiescence. The past glorious traditions of the Asian countries demand that this new awakening must bring to the world a new message even as our ancient civilisations sent forth to the farthest corners of the globe, for Asia gave to the world its religions, philosophies, cultures and civilisations.

The challenge of our ancient traditions and the spiritual poverty of our immediate past both require from the peoples of Asia an exceedingly great effort for the reconstruction of their lives in all spheres. This involves a basic reconstruction of our modes of education, for without such education we cannot fulfil our hopes. Ours is essentially a democratic age and the spirit of equality, fraternity and liberty is sweeping over all the peoples of the world. The Asian countries must reconstruct their polity and their society in conformity with this spirit.

It is universally recognised today that education of the future citizens is one of the prime duties of the State. On such education depends our prosperity and welfare. Of even greater urgency is the problem of educating the adult population. They determine the present which in its turn will shape our future destiny. Education of the future generations can only be planned if the present generation recognises the importance of such education. Material prosperity or spiritual welfare cannot be achieved unless the citizen of today accepts the challenge of these values. An educated electorate is, thus, essential for the survival and proper functioning of modern democracy.

When we contrast the demands which democracy makes upon citizens of a State with the actual condition of education in the different countries of Asia, the picture is one of grave and anxious concern. It is true that in some exceptional cases the problem has been largely mastered. We have Japan which according to figures available for 1946 has a literacy figure of 99 per cent and illiteracy of only 1 per cent. Lebanon in the Middle East is also reputed to have a high literacy figure. In 1945-46, literacy in Turkey was 60 per cent in the towns and 40 per cent in the villages. The Philippines with its figure of 52.6 per cent is also comparatively well-placed. The same remarks would apply to Ceylon, Thailand, Burma and China. We cannot, however, gauge the magnitude of the problem by percentages alone. China has a literacy figure of over 50 per cent. If we take the total population of China to be 450 millions, this would give an adult population of about 225 millions. It is unlikely that the percentage of literacy will be the same for adults as for children and adolescents. Even if this questionable assumption is granted, the number of adult illiterates in China would be some 125 millions.

If we take the figures for India, we find that in pre-partition India the total number of literates, according to the 1941 Census, was 37 millions. Assuming that the number of adult literates is about 40 per cent of the total number of literates, this gives a figure of a little over 15 millions. This refers only to the prepartition Indian provinces. Partition meant a loss of about 26 per cent of the total population and assuming that the reduction in the number of literates was in the same proportion and allowing for fluctuations owing to normal process of birth and death, we may put the figure for adult literates in the Indian provinces after partition at roughly 11 millions. To this we have to add the number of adult literates in the states. This is estimated to be about 6 millions. The number of adult literates in India on the basis of 1941 Census is

therefore approximately 17 millions against a total adult population of about 180 millions, which gives a literacy percentage of slightly less than 10 for adults. This is not only unsatisfactory but positively disturbing. Naturally, the Government of India propose to give the first priority to a programme of social education in its schemes of educational development for the country.

You have met here today to devise ways and means for solving this colossal problem. As I have already said, this is the problem of problems for Asia. I would go further and say that this is the problem of problems for all countries of the world. Scientific progress and technical achievement have today unified the world into one community without creating the psychological conditions in which men and women all over the world can live in peace and amity. The conquests of science have led to a situation where disaster threatens mankind unless we can conquer hatred, suspicion and distrust among peoples. I have no doubt in my mind that all governments of the world desire peace and yet it is a strange paradox that all of them adopt measures whose inevitable consequence is a world conflagration. How is one to explain this seeming contradiction between the intentions of intelligent people and the course of action followed by them?

I have pondered deeply over this question and to me it seems that the reason for the paradox is to be sought in the mechanism of the State, which proves at times too powerful for even the most gifted individual. Governments are composed of men who follow certain forms and traditions. Even though the men are often well-intentioned, they inherit a legacy of governmental procedure and commitments which ties their hands. The inertia of the machine proves stronger than the energy of the individual. We find in consequence that while most political leaders talk in terms of peace, their actions are guided by considerations of defending and safeguarding vested interests. If mankind is to overcome this impasse and achieve conditions where peace and tranquility can become a reality between individuals and nations, the common people of the world must assert themselves. They have made no commitments and are not tied down by any governmental procedure. If they take an intelligent interest in the affairs of the world and demand that the governance of man must be in the interest of peace, then and then alone can the different governments of the world be compelled to pursue policies which will lead to peace instead of war.

This is where the need for adult education – in our country we have termed it Social Education – becomes imperative. By social education we mean an education for the complete man. It will give him literacy so that the knowledge of the world may become accessible to him. It will teach him how to harmonise himself with his environment and make the best of the physical conditions in which he subsists. It is intended to teach him improved crafts and modes of production so that he can achieve economic betterment. It also aims at teaching him the rudiments of hygiene both for the individual and the community so that our domestic life may be healthy and prosperous. The last but not the least, this education should give him training in citizenship so that he obtains some insight into the affairs of the world and can help his Government to take decisions which will make for peace and progress.

You will, no doubt, examine all the implications of such a programme of social education for the masses, but there are several outstanding issues which readily come to my mind. The first is the problem of arousing and maintaining the interest of the adult illiterate. It is obvious that his psychology is different from that of the child. He may be illiterate but his mind is mature. The approach which may be suitable for children would, in many cases, repulse him. His books must therefore avoid childish subjects and yet at the same time deal with problems affecting him in a language simple enough for him. The effort of learning the script must also be lessened so that his interest does not flag. I am sure that the Seminar will examine various methods of making him literate and suggest the use of suitable modern devices – psychological or visual – to overcome the inertia of age and the innate pride of the adult.

Our programme of social education must, however, be more than a mere literacy drive. This is a point which I need not labour. What I would like the Seminar to examine is the best method of teaching the adult illiterate subjects which are of vital interest to him. We must largely depend on oral teaching, but oral instruction has certain limitations. The experts assembled in this Seminar will, I hope, indicate to the participating countries the emphasis to be given to oral instruction, the use of books, demonstrations, the use of visual aids, lectures or exhibitions in teaching different subjects like hygiene, elementary arithmetic, elements of citizenship, or simple problems of business and commerce.

Another peculiar problem which faces all Asian Countries and therefore also India is the problem of finding the requisite number of teachers for a programme of social education. It is, I believe, generally agreed that adults require greater personal care and attention than children. The ratio of teacher to taught must therefore be higher in their case than with minors. We require in India about a million teachers to deal with children of school age who constitute only about 12 ½ per cent. of the total population. For adult illiterate who will constitute almost 50 per cent. of the population, we would, even on the same basis, require about 4 million teachers. If, in addition to this, we make allowance for the higher ratio necessary in their case, the number of teachers required may amount to almost 5 millions. Against this, we can, of course, balance the factor that the adult education courses will be of short duration and perhaps last for about 3 months at a time for giving them the first stage of literacy. Even then, the number of teachers to be continually employed on the adult education drive will be over a million.

To find the million teachers for school children is difficult enough; but if in addition we have to find another million for our programmes of adult education, the problem becomes almost insuperable. We are considering in India the possibility of utilising the basic school teacher for our programme of social education. We are also examining a proposal to use some kind of social conscription by which all educated persons will be required to contribute to this national service for a specified period. If all students after matriculation are compelled to teach for even six months, it would, of course, go some way towards helping the solution, but even then the gap to be overcome would be considerable.

There is also the question how far the basic school teachers or young collegians will prove suitable for such a programme of National Education. The teaching of small children requires in the teacher certain habits and attitudes which he may not be able to shed when addressing adults. Similarly, it is a problem whether young men and women just out of school will have the necessary patience and insight to be successful teachers of adults. I would therefore urge you to examine the different aspects of this intricate question and make recommendations that may be of use to us and other Asian countries.

There are numerous other problems, but I will mention only one more. It has been our unfortunate experience – and I have no doubt

other countries must have faced the same situation – that many people who have learnt to read and write in schools lapse into illiteracy. If this were not so, all children who had once been to school would have remained literate. The percentage of literacy in all countries would then have been appreciably greater. The distinguished educationists assembled in this Seminar must advise us how best to prevent this relapse into illiteracy. There is the problem of suitable literature for new literates, of continuation classes, of extension lectures, of visual aids and exhibitions, films and pictures and other devices which may be used. All of them, however, involve money and it is common experience that there is not enough money for the purpose. I hope therefore that the Seminar will suggest priorities in the use of such aids and also draw up a scheme which will enable the best possible utilisation of our limited resources.

I am glad to find that you have chosen for the Seminar subjects for study which cover almost all these aspects. I have no doubt that the distinguished assemblage of educators and experts from all over the world will make valuable contributions in dealing with all these problems. As far as I can see, there is no difference in our ideals. The difficulty arises in defining the methods through which those ideals are to be attained. I am confident that the deliberations of the Seminar will yield fruitful results and suggest to the different Asian and non-Asian States how best to achieve the ideals we have set before ourselves.

It is not my purpose today to offer any opinion as to what recommendations this Seminar should make to Unesco and its member states in order to fulfil the objectives which Unesco has set before itself. Unesco has rightly pointed out that all conflicts begin in the mind of man and therefore the root of conflict must be weeded out of his mind. I have no doubt that the Seminar will make recommendations to this effect and I am as anxious as all of you that our joint deliberations will enable us to suggest concrete measures for the attainment of these ends.

I would, before I conclude, like to draw the attention of the distinguished participants in the Seminar to the lesson of Indian history. India had been at her best when her doors were wide open to all who came from abroad. She freely partook of whatever lessons the world had to teach and equally freely gave the world her best. The acceptance of unity in diversity has been her motto throughout the ages. The essence of this principle is a large and wide-hearted toleration in which

differences are recognised and given their due. The Indian genius has always recognised that truth has many facets, and conflict and hatred arise because people claim a monopoly of truth and virtue.

This was the lesson of India in the days of her glory. This is the lesson which Mahatma Gandhi has taught anew in the context of the modern age. His message to the Indian people was one of toleration, goodwill and love for all. Hatred, he said, is born of weakness and fear and he therefore exhorted his countrymen to shed fear. He believed in a new education which would reshape the character of man. Its aim is to eradicate the impulse to exploitation, violence and ill-will from the individual and the society. He not only preached the need for love and toleration for all but laid down his life to vindicate these eternal values. If we can instil in our private and public conduct his spirit of tolerance and large-hearted humanity so that divergences can exist side by side without conflict, we will have solved one of the most difficult problems of the modern world.

I have to meet you again on the 4th of December. You will, in the meantime, have examined many of these problems and framed tentative recommendations. I expect to keep in touch with your work and hope that on that occasion I will have some concrete suggestions to make for the implementation of your findings. I am convinced that this Seminar, jointly planned by Unesco and the Government of India and built up through the co-operation of nations from all over the world, will attain its objectives and mark an important mile-stone in the history of the development of adult education throughout the world.

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It is just over a month ago that we had assembled to participate in the inauguration of this Unesco Seminar on Rural Adult Education. We had then met with high hopes and intentions and I am glad that though only a month has passed we can now look back with satisfaction on the work accomplished. I must sincerely congratulate the Director, the Consultants, the Chairmen of the Groups, the delegates and other participants of the Seminar for the energy and competence with which they have carried out their important task. I have every hope that all the

* Address at the closing session of the Unesco Seminar on Rural Adult Education, Mysore, December 4, 1949.

countries participating in this Seminar will benefit by the recommendations you have made and carry out your constructive suggestions for solving one of the most pressing problems of the world. I can assure you that so far as India is concerned, we shall examine every one of your recommendations with care and sympathy in order to give effect to them as far and as soon as may be possible.

I cannot naturally go into any details regarding your various recommendations. They are the result of hard work and careful thought and deserve close attention before any judgment is passed on them. I must, however, express my sense of satisfaction for the way in which you have set down to work and divided the different aspects of a colossal problem for study by special groups. The provision of literacy may not by itself be enough for the education of adults, but there is no denying that it is the basis of all real education.

The first Study Group which dealt with different methods of teaching reading to adults has made suggestions which will be of value to all countries. The second Group dealing with specific problems of health and family life has discussed questions which are vital for any scheme of social welfare. No community can flourish until and unless the individuals constituting it are happy and no individual can be happy without health and a satisfactory home life. Women have a special role to play in this and I am glad to hear that your Group has not overlooked the imperative necessity of securing to women and adequate knowledge of home-craft and health. The third Group dealing with the economic aspects of rural adult education has attacked what is perhaps the most immediate concern to all rural adult educators. Unless the economic conditions of the villagers can be immediately improved, there is little hope of attracting and still less of retaining adults in any literacy course. Your suggestions about methods of extension work and securing the help of Unesco in the preparation of posters and other illustrated material will, I have no doubt, receive the consideration of every participating country. The fourth Group deals with the intangible but real problem of citizenship and the role of the rural community in society and the State. The valuable sociological data secured from different countries are in themselves a material gain, but still more fruitful results may follow from the suggestion of setting up working camps in the rural areas to provide scope for co-operative activities in various fields.

I must not, however, anticipate the action which different Governments may take on your various recommendations. So far as India is concerned, I can say that I am greatly impressed by a suggestion made for the setting up of some centralised agency to guard against the possible dissipation of energy, enthusiasm and competence through unnecessary duplication of efforts. I have felt that some such agency is necessary to advise the states and the provinces of the Indian Union, not only on the general principles of education, but also on the co-ordination of steps, procedure and methods in order to achieve the best results at the minimum cost.

Another topic discussed in the Seminar which has appealed to me and which I propose to pursue in our country is the setting up of some machinery to carry out a vocabulary study of the different Indian languages with a view to finding out what words are most commonly used in different parts of the country. I may tell you that even though there are 13 main languages recognised in our Constitution, these languages cannot by any means be regarded as completely alien to one another. They have large common vocabularies and if allowance is made for the mutations due to the factors of space, time and pronunciation, the number of common words will be larger still. I have for some time had in mind a plan for the collection of common Hindi words which are found in all the other Indian languages. I am convinced that when this work has been accomplished, the non-Hindi speaking people of India will find that they already possess a large vocabulary of Hindi words, and with the addition of a few more common Hindi words they can acquire without difficulty a working knowledge of Hindi. I feel that the textbooks in Hindi for the non-Hindi speaking people should be prepared on the basis of such graded vocabularies. The Government will take the necessary steps in this respect, but I must pay my tribute to the many non-official agencies which have been carrying out valuable work on these lines for many years.

People all over the world are beginning to recognise that one of the surest ways of securing international peace is fundamental education for the peoples of the world on the lines envisaged by Unesco. Unesco has already begun this programme, but much more remains to be done and I hope that its service will be available to all the member and even non-member States by the provision of charts, visual aids, posters and other illustrated material to impart social education in the fullest sense of the term. The language of pictures is universal and can overcome the barriers created by differences of verbal languages. Linguists can

therefore help to prepare posters on questions of health, hygiene, home and simple arts and crafts which can serve the interests of the people all over the world. Equally valuable to me is the suggestion to follow up this Asian Seminar by regional seminars in the different parts of the country. I recognise the value of studies carried out in such seminars where comparative detachment from political and administrative stress and the preoccupations of day-to-day routine will enable educators to study problems in their proper perspective. So far as India is concerned, we shall take advantage not only of the experiences gained in this Seminar but also utilise these experiences for the organisation of further seminars for the different linguistic areas.

Before I conclude, I must once again thank the Director of the Seminar, the consultants, the delegates and other participants, for the devotion and energy with which they have worked. I must make special mention of Dr. S. Y. Chu who came and joined us in spite of the political vicissitudes of his country. He could not stay till the end, but the very fact that he came is evidence of his devotion to the cause of education and Unesco.

I hope your stay in our country has been pleasant and has led to the formation of friendship and contacts that may be of mutual value. I must also thank the Mysore Government for the generosity and efficiency with which they have helped us in making this, the first Unesco Seminar on Asian soil, such a success.

Document No. 43

REPLIES OF MAULANA ABUL KALAM AZAD DATED 21-2-1949 IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE), TO THE QUESTIONS RAISED BY MR. HARI VISHNU KAMATH, SETH GOVIND DAS AND OTHERS IN CONNECTION WITH THE EXCHANGE OF STUDENTS WITH RUSSIA

Shri H.V. Kamath : Will the Honourable Minister of Education be pleased to state:

(a) whether the attention of Government has been drawn to a report appearing in the *Hindu*, dated the 13th October, 1948 (on page 8, column 5 thereof) under the caption "Exchange of students with Russia";

(b) whether the report is correct; and

(c) if so, the reasons for the recommendation of the Home Ministry, as a consequence of which the scheme for exchange of students between India and Russia had to be abandoned?

The Honourable Maulana Abul Kalam Azad: (a) Yes.

(b) and (c) The report which appeared is not fully correct. What actually happened was that some Indian students wanted to know whether the necessary facilities would be available to them if they proceeded to Russia for further studies. Government made enquiries into the matter and it was learnt that for the present it could not be said definitely whether the required facilities would be available. The students concerned were informed accordingly.

Shri H.V. Kamath : Has any such 'Exchange Scheme' been agreed upon with any other country?

The Honourable Maulana Abul Kalam Azad : Yes, we are in touch with certain countries where educational facilities are available.

Shri H.V. Kamath : With how many countries has this scheme been agreed upon?

The Honourable Maulana Abul Kalam Azad : I cannot reply this offhand. I would like to have notice for this.

Shri M. Ananthasayanam Ayyangar : Is it not a fact that even without any particular course of studies in any of these subjects, students who are sent there to study various subjects, leave those subjects and study only communistic principles even there?

The Honourable Maulana Abul Kalam Azad : The honourable member can form an opinion in this connection according to the enquiries made by him.

Shri Mahavir Tyagi : May I know that when the students were informed by the Government that the requisite training facilities could not be made available there, what were the difficulties that stood in the Government's way?

The Honourable Maulana Abul Kalam Azad : The main difficulty is in respect of language. The medium of instruction in vogue in all the Russian Universities is the Russian language from the lowest to the highest standard. Our students who could go there, knew English only. Apart from this, there is a great difficulty of living there; and there are many other difficulties.

Seth Govind Das : May I know the names of the countries with whom the Government are in touch at present with regard to the exchange of students?

The Honourable Maulana Abul Kalam Azad : The Russian Government have not been addressed on this subject.

Seth Govind Das : What I wanted to know is which of the countries have been addressed on this subject?

The Honourable Maulana Abul Kalam Azad : So far as I am aware of, no such talks are in progress with any particular country. Our Board will sit and decide this matter as regards the various subjects and the particular countries to which the students should be sent for receiving training therein. It is then only that this could be decided.

Shri Brajeshwar Prasad : Was the Russian Government approached through the Russian Ambassador in India to provide facilities for those applicants?

The Honourable Maulana Abul Kalam Azad : I cannot answer this at the moment.

Seth Govind Das : Are Government also considering this that the students should be sent abroad for training in those subjects only for which facilities are not available in India?

The Honourable Maulana Abul Kalam Azad : Yes. This is the policy of the Government.

Shri H.V. Kamath : May I know who initiated this exchange of students with Russia, whether India or Russia?

The Honourable Maulana Abul Kalam Azad : Just as I have informed you, the question with regard to exchange had not arisen. The only thing that came up before us was that an enquiry should be made for the sake of those students who wanted to go there.

Mr. Tajamul Husain : The Honourable Minister has just now stated that there are many difficulties there. Is it also not one of the difficulties existing there that food is scarcely available; milk is altogether out of question and even eggs are not available, and these difficulties are particularly experienced by the Indian students?

Shri Mahavir Tyagi : Is it not so that the Russian Government would not have desired to send their students to this country; and we might have either refused or put difficulties in their way?

The Honourable Maulana Abul Kalam Azad : No; there is nothing like this.

Shri Mahavir Tyagi : Are any of the Russian students studying here at present?

The Honourable Maulana Abul Kalam Azad : So far as I am aware of there is none.

Shri H.V. Kamath : Is English not at all taught in the Russian Universities?

The Honourable Maulana Abul Kalam Azad : So far as I am aware of English is not the medium of instruction in any of the Institute there?

Shri S.V. Krishnamoorthy Rao : Are there any arrangements in any of the Indian Universities to teach Russian to those students who wish to go to Russia? If not, such arrangements should be made.

The Honourable Maulana Abul Kalam Azad : Yes, efforts have been made to teach foreign languages. So far as the Russian language is concerned, I understand that the Delhi University is trying to arrange for it.

Document No. 44

MAULANA ABUL KALAM AZAD'S REPLY DATED 2-12-1949 TO THE QUESTIONS RAISED BY R.K. SIDHVA AND OTHERS IN THE C.A.I. (L) IN CONNECTION WITH THE OVERSEAS SCHOLARSHIPS

Shri R.K. Sidhva : (a) Will the Honourable Minister of Education be pleased to state the number of scholars sent overseas and the names of places they were sent overseas and the names of places they were went to, during the current year?

(b) How many are for technical and practical training and what stipends have been offered to them?

(c) Are these scholars given training in such industries which are likely to grow in India in near future?

(d) Has the new scheme for sending scholars to foreign countries for study which was announced by Government during the last session materialised? If so, what are the details thereof?

The Honourable Maulana Abul Kalam Azad: (a) Forty-four scholars out of whom thirty-five have been sent to the U.S.A., eight to the U.K. and one to Switzerland.

(b) The overseas scholarships scheme is essentially an educational one but technical and practical forms an integral part of it and is imparted where necessary. The majority of the students have courses of technical and practical training included in their programme of study.

The rate of stipend for U.K. and Switzerland is £ 400 per annum for all institutions except Oxford and Cambridge where the rate is £ 460 per annum. For the U.S.A. the rate is \$ 1,920 per annum. These figures exclude the actual tuition fees which are paid direct to the institutions concerned.

(c) These scholars were selected and sent abroad against the specific needs of the various Ministries of the Government of India, the Provincial Governments and the Indian States Governments, and not

particularly with a view to manning Indian Industries, although some of them are actually receiving training in subjects useful for industrial development.

(d) All preliminaries of the New scheme had been settled and the selection of the candidates was about to commence, but due to financial difficulties the work had to be stopped.

Shri R.K. Sidhva : May I know from the Honourable Minister how many of the scholars completed their Course?

The Honourable Maulana Abul Kalam Azad : I cannot say without making necessary enquiries.

Sardar Bhopinder Singh Man : Have those scholars who were sent abroad been fixed up against suitable posts on their return or not?

The Honourable Maulana Abul Kalam Azad : A large number have been provided with jobs.

Sardar Bhopinder Singh Man : What was the number of scheduled-caste scholars out of this?

The Honourable Maulana Abul Kalam Azad : I require notice for this.

Shri Jainarain Vyas : Will the Honourable Minister please state whether the number referred to in part (b) also includes the scholars sponsored by the States and States Union?

The Honourable Maulana Abul Kalam Azad : Yes. The scholars from the Indian States may have been included in this figure.

Shri Jainarain Vyas : Does this figure include the scholars whose expenses are borne by the States or not?

The Honourable Maulana Abul Kalam Azad : The scholars from Indian States were also included in the Overseas Scholarships Scheme.

Seth Govind Das : Will the Honourable Minister please say whether this has been kept in view that scholars should be sent abroad for training in those subjects only for which no arrangements exist in India?

The Honourable Maulana Abul Kalam Azad : The Honourable Member is very well aware that the old Overseas Scholarships Scheme was introduced by the previous Government. It contained many obvious defects which the present Government felt and it was for this reason that this scheme had to be abandoned. One of the defects was that even in respect of those subjects in which training could be easily arranged

in India, scholars were sent abroad. But the number which I have stated in my reply does not include any scholar who has been sent for receiving training in any subject arrangements for which are at present available in India.

Shri Ajit Prasad Jain: What is the method of selecting these students? Are they selected on the recommendations of the University or the Government make the final selection on their own responsibility?

The Honourable Maulana Abul Kalam Azad: The scholars are selected through the selection boards.

Shri Deshbandhu Gupta: Is any record maintained of the scholars who have gone to receive training in technical and other subjects in foreign Countries? Have Government decided to give them any facilities in view of their increased expenses as a result of devaluation?

The Honourable Maulana Abul Kalam Azad: The question of giving facilities because of devaluation does not arise. The question that arises is one of saving.

Shri Deshbandhu Gupta: I am referring to those students who would be faced with difficulties on account of the dollar.

The Honourable Maulana Abul Kalam Azad: No such difficulty has as yet been brought to the notice of the Ministry. If and when it is brought to the notice, it will be considered.

Shri Deshbandhu Gupta: May I know from the Honourable Minister whether or not scholars will be sent abroad for receiving education under the new scheme that has been started after the old scheme has ceased to operate?

The Honourable Maulana Abul Kalam Azad: The new scheme was being acted upon, but it had to be stopped because the question of economy cropped anew. The result is that so far the selection of candidates has not started.

Seth Govind Das: While framing the new scheme, will this be kept in view that scholars are sent for training in those subjects only for which arrangements do not exist in India?

The Honourable Maulana Abul Kalam Azad: Certainly. This thing has been kept in view under the new scheme.

Mr. Tajamul Husain: May I know whether there are such scholars who were given stipends and on their return went away to Pakistan?

The Honourable Maulana Abul Kalam Azad: No such case has come within the knowledge of the Government.

Shri S.V. Krishnamoorthy Rao: How many scholars who had gone abroad and returned to India still remain to be absorbed by the Government or industries in the profession?

The Honourable Maulana Abul Kalam Azad: Just as I have already stated, a very large number have been employed. I cannot tell the number of those for whom arrangement has not yet been made.

Ch. Ranbir Singh: Is the Honourable Minister aware of the fact that scholars were also sent abroad for receiving training in agriculture, and now on their return they have not been provided with any jobs?

The Honourable Maulana Abul Kalam Azad: A large number have been provided with employment. There still remain some such men for whom efforts are being made.

Document No. 45

MAULANA AZAD'S REPLIES TO QUESTIONS ASKED IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) ON 7-12-1949 REGARDING THE LOCAL ADVISERS FOR INDIAN STUDENTS IN U.K. AND U.S.A.

Shri R.K. Sidhya : (a) Will the Honourable Minister of Education be pleased to state whether Government have appointed local advisers for Indian students in the U.K. and U.S.A.?

(b) If so, what will be their functions?

(c) What are the names of these advisers?

(d) What will be the expenditure involved in these appointments?

The Honourable Maulana Abul Kalam Azad : (a) Government has not appointed any advisers for Indian students in the U.K. and U.S.A. Government has appointed Educational Officers in both countries for educational and cultural work.

(b) to (d) Do not arise.

Shri R.K. Sidhya : May I know what are the functions of those who have been engaged for cultural work?

The Honourable Maulana Abul Kalam Azad : There are educational works of various nature. We have to find out in which of the Universities seats can be available and in which not. And so are other cultural and educational works.

Sjt. Kuladhar Chaliha : May I know whether it is the duty of these advisers to find out the dollar requirements of the students?

The Honourable Maulana Abul Kalam Azad : This is not the special duty assigned to them. But the requirements of the students, of whatever nature, if brought to their notice, are surely looked after.

Shri Deshbandhu Gupta : Do they ever come into contact with the students?

The Honourable Maulana Abul Kalam Azad : Whenever necessity arises, they do meet them.

Shri R.K. Sidhva : Are they whole-time officers?

The Honourable Maulana Abul Kalam Azad : Yes, Sir.

Shri Deshbandhu Gupta : Is there any officer amongst them who received his education in any of the Universities in the U.S.A. and is conversant with the conditions prevailing there or possesses experience in the affairs of that country?

The Honourable Maulana Abul Kalam Azad : Government have not considered it necessary to prescribe this qualification for them.

Sardar Bhopinder Singh Man : What is the expenditure involved on the employment of these officers?

The Honourable Maulana Abul Kalam Azad : I cannot give this information at the moment.

Document No. 46

REPLIES OF MAULANA AZAD DATED 7-12-1949 TO THE QUESTIONS ASKED BY MR. S.C. SAMANTA AND OTHERS IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) IN CONNECTION WITH THE SCHOLARSHIP FOR TRAINING ABROAD

Shri Satish Chandra Samanta : (a) Will the Honourable Minister of Education be pleased to state the number of students sent abroad to have training in Agriculture and allied subjects in the years 1948 and 1949?

(b) How many of them received scholarships and help from (i) the Government of India and (ii) other Governments?

The Honourable Maulana Abul Kalam Azad : (a) Twenty-nine students, comprising sixteen during 1948 and thirteen during 1949.

(b) (i) Nine of these received scholarships from the Government of India, and (ii) four were sponsored by the Provincial Governments and sixteen by the Indian States Governments.

The expenditure on the Provincial sponsored students was borne by the Provincial Governments except in the case of one where it was shared by the Government of India with the Provincial Government in the ratio of 50:50.

The expenditure in respect of the States sponsored students was borne entirely by the States concerned.

In addition to the above twenty-nine scholars two private students who went on their own responsibility were given financial assistance in the form of a loan from the Government of India.

Mr. Tajamul Husain : May I know whether Government have got any such scheme under which the total amount, that has been spent over the education of those scholars who have since returned after receiving their training abroad and have been provided with jobs, could be recovered from their salaries on some percentage basis till such time the entire amount is repaid. If not, why not?

The Honourable Maulana Abul Kalam Azad: No. No such condition had been laid down in the scheme.

Shri O.V. Alagesan: At least the Honourable Minister might give the figures in English so that we may be able to follow him.

Shrimati G. Durgabai: May I know whether, besides arranging for their training, Government also take upon themselves the responsibility to provide them with jobs?

The Honourable Maulana Abul Kalam Azad: Government do their best to provide them with employment and a large number have been employed.

Seth Govind Das: Are these scholars sent abroad for receiving education in those subjects for the teaching of which no arrangements exist in India? I would like to know what are those subjects in which training cannot be imparted here and for which they are sent abroad?

The Honourable Maulana Abul Kalam Azad: The Honourable Member is aware that they were sent under the old scheme. The present Government are not responsible for any of the defects that existed in the old scheme.

Shri H.J. Khandekar: May I know what is the number of those scholars who have since returned to India after receiving education in Agriculture and have not as yet been provided with Government jobs?

The Honourable Maulana Abul Kalam Azad: I cannot say this at the moment. I would like to have a notice of it.

Shri H.J. Khandekar: Are Government aware that the two Harijan scholars from C.P. who were sent for receiving education in Agriculture have not as yet been provided with any employment?

The Honourable Maulana Abul Kalam Azad: I cannot say anything unless details are made available.

Shri O.V. Alagesan: How many of these students belong to the scheduled castes?

The Honourable Maulana Abul Kalam Azad: I cannot say this just now.

Shri Mahavir Tyagi: Have all these persons been given training for the sake of employment?

The Honourable Maulana Abul Kalam Azad: It is not necessarily

Ch. Ranbir Singh: Is the Honourable Minister aware of the fact that all those posts for which these persons were sent to receive training have already been filled up six months ago?

The Honourable Maulana Abul Kalam Azad: No such case has come to the notice of Government.

Sjt. Rohini Kumar Chaudhuri: Is any undertaking taken from the scholars, who are sent overseas for training in technical subjects, to the effect that they will serve the Government after return.

The Honourable Maulana Abul Kalam Azad: This condition has been prescribed. But along with this, provision has been made that in case they are not provided with service within a period of three months, they would be permitted to undertake any private employment that they might secure.

Document No. 47

MAULANA AZAD'S REPLIES TO THE QUESTIONS ASKED BY DR. M.M. DAS AND OTHERS IN THE CONSTITUENT ASSEMBLY (LEGISLATIVE) ON 7-12-1949 IN CONNECTION WITH THE WARDHA SCHEME

Dr. Mono Mohon Das : (a) Will the Honourable Minister of Education be pleased to state whether Government have taken into consideration the 'Wardha Scheme of Education' of Mahatma Gandhi?

(b) If so, what steps have been taken by Government in this connection?

The Honourable Maulana Abul Kalam Azad : (a) and (b). The Honourable Member's attention is invited to the replies already given to the starred question No. 454 by Shri V.C. Kesava Rao on 17th February, 1949 and to starred question No. 829 by Shri Basanta Kumar Das on 3rd March, 1949.

The following is the gist of the replies given before. The main principle of the Wardha System of Education of Mahatma Gandhi which is 'learning through activity' has been accepted by the Government of India. The Basic System of Education recommended by the Central Advisory Board of Education and generally accepted by the Central and Provincial Governments mainly conforms to the Wardha System of Education, the chief point of difference being that it has not yet been found possible to achieve complete economic self-sufficiency as advocated by the Wardha Scheme.

All the Provinces have implemented the scheme of Basic Education and have included it in their development plans for which they receive some block grants from the Centre.

The Centre is also taking steps for the production of literature for Basic School children and teachers.

Dr. Mono Mohon Das: What financial help are the Central Government giving to the provinces in which basic education has been introduced?

The Honourable Maulana Abul Kalam Azad : I have just stated that the block grant which is given by the Central Government is also utilized for this purpose.

Dr. Mono Mohon Das : What arrangements have been made for training teachers to impart this basic education in the provinces?

The Honourable Maulana Abul Kalam Azad : Training Schools have been opened in different Provinces and effort is being made to increase the number thereof.

Dr. Mono Mohon Das : What is the number of students in the schools?

Mr. Speaker : It is more or less a provincial subject.

Shri Arun Chandra Guha : Is the scheme adopted by the Government of India, the Sargent Scheme or the Wardha Scheme?

The Honourable Maulana Abul Kalam Azad : The scheme which is now in force cannot be exactly described as the Sargent Scheme. This embodies the main principle of the Wardha Scheme.

Shrimati G. Durgabai : What is the total number of schools based on the scheme which are directly working under this Government and what is the total amount of expenditure on these?

The Honourable Maulana Abul Kalam Azad : I cannot give this information at the moment.

Shri Mihir Lal Chattopadhyay : May I know whether any Central Institute for the training of teachers has been opened by the Central Government?

The Honourable Maulana Abul Kalam Azad : Yes, Sir.

Shri Mihir Lal Chattopadhyay : Where is it situated?

The Honourable Maulana Abul Kalam Azad : In Delhi.

Shri S.V. Krishnamoorthy Rao: Is it the intention of the Government to replace the present system of education by the Wardha System of education and if so, in how many years?

The Honourable Maulana Abul Kalam Azad : Government are doing their best. But it is difficult to say at present how long it will take to complete this task because due to financial stringency so many avenues have been closed.

Shri H.V. Kamath : What is the number of schools in Delhi Province in which basic education is being imparted in conformity with this scheme?

The Honourable Maulana Abul Kalam Azad : I cannot give this number at the moment.

Document No. 48

MAULANA AZAD'S REPLIES IN THE LEGISLATIVE ASSEMBLY TO THE QUESTIONS ASKED ON 12-12-49 BY DR. M.M. DAS AND OTHERS REGARDING THE INVITATION OF THE GOVT. TO DR. FRANK C. LAUBACH TO TOUR INDIA

Dr. Mono Mohon Das: (a) Will the Honourable Minister of Education be pleased to state whether Government invited Dr. Frank. C. Laubach the well-known American literacy expert to tour India during March and April 1949?

(b) If so, has Dr. Laubach submitted any report or made any suggestions regarding the literacy drive of the Government and if so, what are they?

The Honourable Maulana Abul Kalam Azad : (a) Dr. Frank C. Laubach was not invited by the Government of India. However, the Government utilized offer of his services during his last tour (March-April, 1949) to arouse interest and enthusiasm for literacy campaign in India.

(b) After his visit Dr. Laubach wrote a letter to Prime Minister giving his impression and suggestions, which included:

- (i) The levying of a tax on those who do not teach or learn.
- (ii) Mobilization of students and Government servants for literacy work.
- (iii) Franchise to be limited only to literate adults etc.

Dr. Mono Mohon Das: May I know whether Mr. Laubach worked in an honorary capacity or he was paid for his services?

The Honourable Maulana Abul Kalam Azad: Honorary.

Shri S. Nagappa: May I know how many of these recommendations have been implemented by Government?

The Honourable Maulana Abul Kalam Azad: Government felt that it could not possibly implement a majority of his recommendations.

Mr. Tajamul Husain: May I know what amount has been spent by the Government of India on his account?

The Honourable Maulana Abul Kalam Azad: I have just stated that he did not come on the invitation of the Government of India. He came of his own accord. The Government of India have not incurred any expenditure on his account.

Document No. 49

MAULANA ABUL KALAM AZAD 'S REPLIES TO THE QUESTIONS RAISED ON 15.12.1949 BY MR. R.K. SIDHVA AND OTHERS IN THE CONSTITUENT ASSEMBLY (LEGISLATIVE) REGARDING THE IMPORTED MACHINERY LYING IN THE INDIAN NATIONAL ARCHIVES BUILDING

Shri R.K. Sidhva : (a) Will the Honourable Minister of Education be pleased to state whether it is a fact that machinery worth more than two lakhs of Rupees, imported from hard currency areas and brought to India about 18 months ago under the highest priority is lying stacked in the Indian National Archives Building in New Delhi?

(b) If so, what is the nature of this machinery and for what purpose was it imported?

(c) Why has there been such delay in utilising this machinery?

(d) What is the condition of this machinery at present?

The Honourable Maulana Abul Kalam Azad : (a) The machinery is not lying stacked: its installation is in progress.

(b) The machinery is meant for the (i) Vacuum fumigation of insect infested records, (ii) mechanical repairing of old and brittle documents with cellulose acetate foil, and (iii) microfilming and photo-duplication of documents.

(c) The delay in installing the machinery has been due to lack of funds. Some funds have, however, now been made available and the machinery is being installed.

(d) The present condition of the machinery is sound and no major damage has taken place. The extent of the actual damage and defects, if any, would, however, be known only when the machinery has been properly installed and worked.

Shri R.K. Sidhva : May I ask the Honourable Minister as to when the machinery arrived, when was it installed, and what was its price?

The Honourable Maulana Abul Kalam Azad : The machinery was received in Delhi in October, 1948.

Shri R.K. Sidhva : In other words, it arrived in 1948 and was also installed.

The Honourable Maulana Abul Kalam Azad : No. The installation work could only be undertaken long after.

Shri R.K. Sidhva: If it is correct that it took a long time to instal it, then may I know how much damage was thus caused to the machinery?

The Honourable Maulana Abul Kalam Azad: I have myself seen all the parts of the machinery and found that no major damage has taken place.

Shri Krishna Chandra Sharma: What is the number of books which have been damaged and require to be repaired?

The Honourable Maulana Abul Kalam Azad: There must be many such books which shall have to be protected from being infested by insects. I cannot quote the exact number thereof at the moment.

Document No. 50

REPLIES OF MAULANA AZAD TO THE QUESTIONS ASKED IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) DATED 15-12-1949 ABOUT THE HIGHER SECONDARY SCHOOLS

Seth Govind Das: Will the Honourable Minister of Education be pleased to state what has been the effect of the new system of education in Delhi University, viz., opening of higher secondary schools with 11 years course followed by three years' degree course?

The Honourable Maulana Abul Kalam Azad: The system of Higher Secondary Education by which a student leaves the school after an eleven year course has been in operation for a period of five years only. Government is however, considering the recommendations of the Central Advisory Board of Education to appoint a Secondary Education Commission which will after an enquiry into all matters connected with Secondary Education and surveying the systems prevalent in India, make a report to the Government of India.

Seth Govind Das: Is it not a fact that the experiment made during these five years has proved to be successful?

The Honourable Maulana Abul Kalam Azad: The report of the Local Government is that this experiment has proved a success. This is also the opinion held by the Vice-Chancellor, Delhi University.

Seth Govind Das: If this experiment proves a success, will Government write to different Provinces that they should also make provision to this effect.

The Honourable Maulana Abul Kalam Azad: Because other aspects of this matter have also been brought before the Government, it has, therefore, been considered expedient that a Higher Secondary proper action may be taken in this matter.

Maulana Hasrat Mohani: Is it a fact that all Vernacular Schools have been closed, and if so, why?

The Honourable Maulana Abul Kalam Azad: I do not understand how does this arise out of this question?

Shri Raj Bahadur: Will the Honourable Minister be pleased to state how and in what form the experiment has proved to be a success?

The Honourable Maulana Abul Kalam Azad: The report of the Local Government says that by increasing one year the standard of ability has been raised, and those students who go to the University, are better prepared. Apart from this, there are other things also.

Begum Aizaz Rasul: Will the Honourable Minister please state whether any report has been received from Provinces that experiments in this system of Higher Secondary Education have been started there?

The Honourable Maulana Abul Kalam Azad: No. No such report has been received and so far as Government are aware this experiment has not perhaps been made in other Provinces.

Sardar Bhopinder Singh Man: In view of the fact that this system of Higher Secondary Education has proved a success, so far as ability is concerned, may I know what are the other points which have necessitated the appointment of this Commission?

The Honourable Maulana Abul Kalam Azad: This system has not been introduced in other Provinces. Of course, if any student comes to Delhi from outside or goes from here to some other Province, difficulties do arise.

Shri Raj Bahadur: The Honourable Minister has stated that the standard of ability is raised. May I know what is the criterion or method of judging that?

The Honourable Maulana Abul Kalam Azad: I have just stated that this matter has got manifold aspects. One thing which has come before us during the period of five years is that it has yielded good results. The University Commission have, however, recommended that the period should at least be twelve years, they want to increase one more year, and wish to make it twelve instead of eleven. All these aspects are of such a nature that these should be carefully considered by a Commission. An opinion could only be formed at then.

Shri O.V. Alagesan: Has the University Commission made any recommendation in regard to this matter? If so, will the Report of the Commission be made available to Honourable Members of this Assembly?

The Honourable Maulana Abul Kalam Azad: This is difficult as only a limited number of copies of the Report of the University Commission have been printed and it will not be possible for the Government to distribute them.

Shri Sita Ram S. Jajoo: Will the Honourable Minister please state whether such Boards will be set up in those Provinces and States Unions where new Boards are going to be constituted?

The Honourable Maulana Abul Kalam Azad: Government are not aware of any such thing.

Shri Satish Chandra Samanta: Has this new system of education been accepted by any other University in India?

The Honourable Maulana Abul Kalam Azad: No, so far as Government are aware.

Babu Ramnarayan Singh: May I know, Sir, what is the necessity of appointing another Commission after experiments have been made and their success proved? What are the reasons for not enforcing this in those places where experiments have been made and success achieved?

The Honourable Maulana Abul Kalam Azad : The Commission is not being appointed to consider over this particular aspect only. Just as the University Commission was appointed in connection with the University education, similarly the necessity to constitute a Commission to consider *de novo* the question of secondary education has been felt. The Commission will also *inter alia* consider over this matter.

Shri Arun Chandra Guha : Has the Government received any representations from any secondary school or other institution seeking financial help as this system has involved them in great cost?

The Honourable Maulana Abul Kalam Azad: No. No such representation is at present under the consideration of the Government. But surely the expenditure has been increased, and every educational reform is bound to raise the expenditure.

Shri Sita Ram S. Jajoo: Will Government of India advise the Provinces, where new Boards are likely to be set up, to constitute similar Boards?

The Honourable Maulana Abul Kalam Azad: Government of India will consider over these aspects after the receipt of the report of the Secondary Education Commission.

Document No. 51

MAULANA ABUL KALAM AZAD'S ANSWERS DATED 15-12-1949 TO THE QUESTIONS ASKED IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) IN CONNECTION WITH THE HINDI ACADEMY

Seth Govind Das : Will the Honourable Minister of Education be pleased to state if in view of the fact that Hindi has been declared to be the State Language, an Academy is going to be established which may be engaged in research and improvement of the proposed State Language by (i) compiling suitable dictionaries; (ii) publication of literature in subjects which do not have sufficient books; and (iii) publication of popular books on culture at cheap rates for the masses of India?

The Honourable Maulana Abul Kalam Azad : This Ministry has under active consideration a scheme to prepare a dictionary of Scientific Terminology for Hindi and other Modern Indian Languages and another to prepare text books in the Federal Language. It is also proposed to publish this Ministry's periodical *Deepavali* devoted to the 'education and welfare of the blind', both in English and Hindi. There are other schemes also before the Government which they intend to implement provided the financial position allows.

Seth Govind Das : Are Government aware that similar efforts are also being made in some of the Provinces especially in the Central Provinces, and if these different attempts are made, many kinds of new things will come into being? Will not the Government of India do anything in this matter?

The Honourable Maulana Abul Kalam Azad : This matter is under the consideration of the Government. Government desire that a Central body should be constituted to look after the work so that uniform action is taken throughout the country.

Seth Govind Das : Are Government also considering that the advice of old institutions like the Hindi Sahitya Sammelan is sought in this connection?

The Honourable Maulana Abul Kalam Azad : Government will surely consider it.

Shrimati G. Durgabai : May I know, Sir, what step Government are taking to enrich this language, namely, Hindi, which has still to be developed by absorbing words which are in common use from other Provincial languages? Is it the function of this Academy to concern with that matter also?

The Honourable Maulana Abul Kalam Azad : Yes. This is an essential work. But so far Government had no opportunity to take practical steps. Government will make every effort and so far as circumstances permit, action will be taken to achieve this end.

Seth Govind Das : The Honourable Minister has stated that action in this matter will be taken provided the present financial position allows. Will Government also consider the aspect that despite the present financial position the work is most essential and should be undertaken?

The Honourable Maulana Abul Kalam Azad : Government will certainly consider. But it is quite obvious that unless funds are made available, what can we do to meet the demands?

Seth Govind Das : Will Government then consider the desirability to appropriate funds from other items of expenditure and to utilize them for this purpose?

The Honourable Maulana Abul Kalam Azad : I associate myself with this desire of the Honourable Member.

Shri S.V. Krishnamoorthy Rao : Has the Government examined the debates of the Constituent Assembly on the resolution for adoption of Hindi as the national language? If so, how is Government going to implement that resolution? Will they associate experts in other non-Hindi languages with this Academy?

The Honourable Maulana Abul Kalam Azad : The Government of India will surely take steps to implement the decision arrived at in this connection by the Constituent Assembly and do their utmost in the matter.

Shrimati G. Durgabai : Are the Government aware where there are other institutions also which concern themselves with the propagation of Hindustani will their advice be sought?

The Honourable Maulana Abul Kalam Azad : Government will certainly keep this in view.

Shri O.V. Alagesan : In view of the valuable work already done in this field by the Dakshina Bharat Hindi Prachar Sabha, Madras, will Government consider giving financial assistance to that body?

The Honourable Maulana Abul Kalam Azad : It is difficult for me to hold out any promise in this connection.

Sardar Bhopinder Singh Man : May I expect that action which will be taken by the Government with regard to Hindi shall also be taken in respect of other similar languages, such as Hindustani?

The Honourable Maulana Abul Kalam Azad : Yes. Government will keep all the aspects in view.

Document No. 52

MAULANA ABUL KALAM AZAD'S REPLIES TO THE QUESTIONS RAISED IN THE PARLIAMENT, DATED 15-12-1949 BY MR. D.S. SETH IN CONNECTION WITH THE RURAL ADULT EDUCATION

Shri Damoder Swarup Seth: Will the Honourable Minister of Education be pleased to state:

(a) what percentage of rural adult population were able to receive the benefit of education during the last two years in the various Provinces of India;

(b) whether Government have calculated the approximate total amount needed for adult education in the country; and

(c) the source or sources contemplated to be tapped for this purpose?

The Honourable Maulana Abul Kalam Azad : (a) In 1947-48 and 1948-49, 0.22 per cent and 0.33 per cent. respectively of rural adult population were receiving education.

(b) The Government of India have estimated that a ten year scheme for education of illiterates within the age group 12-40 would cost Rs. 206 crores.

(c) The Provincial and Central governments are sharing the expenditure on adult education between themselves. Some municipalities are also meeting a part of expenditure on adult education work within their jurisdiction. The provincial governments are also encouraging voluntary organisations to make their contributions to adult education.

Document No. 53

MAULANA AZAD'S REPLIES DATED 15-12-1949 IN THE PARLIAMENT TO THE QUESTIONS ASKED BY SETH GOVIND DAS AND OTHERS IN CONNECTION WITH THE CHILDREN'S PARKS

Seth Govind Das: Will the Honourable Minister of Education be pleased to state the number of children's parks opened in Delhi?

The Honourable Maulana Abul Kalam Azad: The number of Children's Parks in Delhi is ten.

Sardar Bhopinder Singh Man : Will the construction of the sports stadium which is proposed to be built in Delhi affect any of the existing children's parks in Delhi?

The Honourable Maulana Abul Kalam Azad : I cannot reply to this offhand.

Shri Deshbandhu Gupta : May I know whether Government feel that there should be more such parks?

Sardar Bhopinder Singh Man : May I know whether it is a fact that under the building programme many of the children's parks which existed in Delhi have disappeared?

The Honourable Maulana Abul Kalam Azad: This has not come to the knowledge of the Government.

Document No. 54

MAULANA AZAD'S REPLIES DATED 15-12-1949 IN THE PARLIAMENT TO THE QUESTIONS RAISED BY MR. DAMODAR SWARUP SETH REGARDING THE ADULT EDUCATION

Shri Damoder Swarup Seth: Will the Honourable Minister of Education be pleased to state:

(a) the amount which the Government of India and the Provincial Governments together at present spend annually on adult education and on all items of education; and

(b) the percentage of revenue annually spent by the Government of India and the Provincial Governments separately on education as a whole?

The Honourable Maulana Abul Kalam Azad: (a) and (b). The total budget provision for education in 1949-50 was Rs. 6 crores which comes to 1.16 per cent. of the total budget of the Central Government. As a result of recent cut however the education budget has been reduced approximately to Rs. 4.51 crores which is .89 per cent. of the total budget.

Information from the Provinces is being collected.

Document No. 55

LETTER FROM DR. RAJENDRA PRASAD TO MAULANA AZAD

Camp: Bajajwadi, Wardha
December 24, 1949

My dear Maulana Sahib,

I spoke to you about Mr. Cherian Thomas who is an Indian Christian belonging to Malabar. He has been working in the All India Congress Committee office for the last 3 years or so. He is a man with capacity for organisation and is much interested in social welfare activities. He is a candidate for the United Nations Organisation Social Welfare Fellowship for 1950, which has been offered through the Ministry of Education. He will be a suitable person and will prove of great service to the country, if he gets this further training.

This is just to request you to consider his case when it comes before you.

Yours sincerely,
Rajendra Prasad

The Hon'ble Maulana Abul Kalam Azad
Minister for Education
Government of India
New Delhi.

Higher Technological Institute near Calcutta was taken in hand without even waiting for the construction of all the necessary buildings. The scheme is in progress and I hope that the next academic year will see the first batch of teachers and students working in this Institute. Simultaneously, it has been our aim to strengthen the existing institutions by improving their quality and increasing their capacity.

In the field of university education, the Indian University Education Commission under the Chairmanship of Professor Radhakrishnan was asked to submit its report within nine months. You will be glad to know that it has already done so. The Report is before you and one of the main functions of this meeting of the Board will be to consider the recommendations of the Commission.

I have even at the risk of some repetition recapitulated these points, so that we may be in a position to judge where we are. You will appreciate that so far as planning is concerned, the Ministry is ready with its programme in all the four fields mentioned by me. I would therefore like to draw your attention to the obstacle which stands in the way of their immediate implementation.

You will remember that in 1947 the problem of refugees from Western Pakistan absorbed almost all the energy and a major portion of the finances of the nation. There was therefore no hope of adequate funds being available for educational expansion in the immediate future, but in spite of these difficulties, the budget for 1948-49 saw an increase in provision for education. During 1948-49, our scheme for educational reconstruction reached a suitable stage for implementation. It was my hope that the 1949-50 budget would enable us to make a beginning with the programme.

In spite of our best efforts, we were, however, unable to provide sufficient funds even for the very modest programme of expansion which we had framed. Our intention was to provide for an amount of Rs. 11 crore for 1949-50, as this would enable us to start the basic education programme and undertake the preliminary work for social education. Our financial position, however, allowed us to provide only about Rs. 6 crore. We accepted the situation, as we hoped that at least during 1950-51, conditions would improve sufficiently to enable us to carry out the scheme which had been carefully prepared and repeatedly revised in order to cut down cost.

To our great disappointment even this expectation is now belied. Within six months of the adoption of this year's budget, we have had to

face a financial crisis of such magnitude as to force a reduction of ten to twenty per cent in the already approved budgets. This was followed by devaluation and still further difficulties with the result that our current year's budget has been severely curtailed. Instead of going ahead as we had originally planned, we suddenly realised that we had to retreat. For 1949-50, we had to surrender about Rs. 153 lakh out of a total budget of about Rs. 588 lakh. The result is that a country with a population of almost 350 millions and with hardly 14 per cent literates cannot provide more than Rs. 4.5 crore from its Central revenues for education !

The problem before us today is not what schemes we should prepare for national education. These are already there. We have to consider whether we can take any forward step at all in the immediate future. It is true that education is a Provincial subject, but, in the existing circumstances, the problem of education cannot be solved unless the Centre assumes appropriate responsibility for its expansion and growth. We are as keenly conscious of this as all of you and this makes the present situation even more painful to us. There are no two opinions about the need for the provision of education on an expanded and improved scale. The programmes are also ready, but, in spite of the urgency, we cannot go ahead because of the shortage of funds.

I may bring to your notice the policy which the British Government have adopted in a similar situation. In a recent circular, the Ministry of Education of that Government have said:

“Local education authorities will be aware that the economic difficulties of the country have called for a close review of Government expenditure. They will also have noted the announcements that the Government do not contemplate any major change in policy which would result in a reduction in the scope of the services for which the Minister of Education is responsible.

The Minister wishes to make it clear in particular that:

- (a) there is to be no going back on reforms already instituted or on the plans by which the number of teachers in primary and secondary schools will be increased with the increasing school population;
- (b) there is to be no cut in the extent of the building programmes, already approved to meet the increasing number of children, the needs of new housing estates and of technical education.

Every effort, however, must be made to reduce costs. A separate circular is being sent to the authorities on these points and on the measures which have to be taken to reduce capital investment for other educational purposes;

- (c) schemes for further education, including plans for county colleges, not yet completed should be proceeded with and submitted in due course;
- (d) arrangements for maintaining an adequate number of university awards should proceed concurrently with termination of the Further Education and Training Scheme, and discussion between universities and local education authorities on the adoption of a new procedure for local awards based on paragraph 34 of the Working Party's Report should continue.

There is, however, no point in merely discussing these difficulties and obstacles. What we have to do is to devise ways and means so that funds may be found for education and other constructive projects. There is no immediate prospect of a large increase in our revenues. Funds can therefore be found only by diverting a larger proportion of our available resources to education and other nation-building activities. As you are aware, the main burden on our finance today is due to the expenditure on the import of food, the rehabilitation of refugees and defence. It is obvious that welfare services cannot be expanded till these burdens are lightened. There is every hope that the expenses on the food account will be diminished and ultimately disappear. The expenditure for rehabilitation cannot be curtailed till our displaced people have been re-established on a sound basis, but it is diminishing with the flux of time. There remains Defence. During the British regime, we have always complained that the Defence expenditure was excessive. After the attainment of freedom, it was therefore natural to expect savings in this field, but circumstances took a turn, where in spite of all our efforts, the expenditure on Defence had to be further increased. The Government are, however, keenly alive to the situation and I can assure you that we are examining every possible avenue of saving and economy.

The need for education is accepted in principle by every one. It is necessary to wipe out the illiteracy of 150 years and make our people efficient, productive and responsible citizens of a democratic State. The new Constitution gives power to the people, but if this power is to be exercised with wisdom and foresight, it is necessary that the people

must have the requisite knowledge. Even from the point of view of increasing the economic and industrial efficiency of the people, it is essential that our educational facilities must be expanded. As a famous economist has said, there are no poor or rich countries but only countries in which the people use their resources and countries in which they do not. Some parts of Africa are among the richest in the world in natural resources and yet because the people are illiterate and ignorant, they are poor and suppressed. There are other parts of the world, poor in natural resources, which have been developed and enriched through the knowledge and industry of their people. India will have to decide to which category her people should belong.

Document No. 57

SUPL. QUESTIONS ASKED BY MR. M. TYAGI DATED 13-2-1950 IN CONNECTION WITH THE STUDENTS FROM COUNTRIES OVERSEAS AND THEIR REPLIES BY MAULANA AZAD

Mr. Tyagi: What is the approximate estimated expenditure being incurred on these 53 students from countries overseas?

Maulana Azad: I said it just now that a sum of Rs. 200 per month per student has been fixed in such cases. I am not in a position to give the total amount. The students who are here under the Exchange system, come from the countries different from those to which these 53 belong.

Shri Tyagi: Is it so that the students coming here on mutual exchange belong to the countries different from which these 53 come?

Maulana Azad: Students coming on exchange basis come under a different scheme. It is just possible that from one and the same country students should have come under the general scheme as also under the exchange scheme. The purpose behind the general scheme is that mutual educational relations should be created between India and other countries of the East and also that the children of the Indians living in other countries should have an opportunity of coming over to India and receiving education here.

Shri Tyagi: Is the choice of subjects for which they come here to receive education made by us or by the Government of the students' own country?

Mr. Chairman: The question hardly arises. The main question relates to Philippines and exchange of students does not relate to it.

Shri Tyagi: I want to know whether we are giving them education in subjects of our choice or whether they choose the subjects them-

selves. In giving our scholarships, are we trying to disseminate our culture?

Mr. Chairman: I do not say the question is not important, but it does not arise out of this.

Document No. 58

REPLIES OF MAULANA AZAD DATED 13-2-1950 IN THE PARLIAMENT TO THE QUESTIONS ASKED BY S. HUKUM SINGH AND OTHERS IN CONNECTION WITH THE STUDENTS FROM THE PHILIPPINES

Sardar Hukam Singh: (a) Will the Minister of Education be pleased to state whether it is a fact that under the Students Exchange Scheme some Philipino students had come to India for studies?

(b) What was the number of these students and which are the Universities or Institutions to which these students were attached?

(c) Did these students stay in India for the full course of their studies and if not, why not?

(d) What was the understanding or the basis on which these students were invited to this country?

The Minister of Education (Maulana Azad): (a) No Philippine student came to India under the exchange scheme, though one Philippine student came under the General Scholarship scheme of the Government of India.

(b) One, University of Calcutta.

(c) No. The student, Mr. Banito F. Reyes from Philippines, left without taking up his course at the University because immediately on his arrival in India he asked for a substantive increase in his scholarship. Government could not agree to his request.

He then asked for financial assistance for his return passage. The Government of India could not agree to this request also, as, like the former, this request too was outside the scope of the scholarship scheme under which he had been selected for studies in India and no exception could be made in his case.

(d) The details of the understandings given by Government may be seen in the Memorandum of Instructions placed on the Table of the

House. (See *Appendix I, annexure No. 24*). It was made clear to all students before they left their respective homes that no increase in their scholarship could be considered in any circumstance, nor would the Government of India bear any part of their passage expenses. While in India, they are to be paid a fixed stipend of Rs. 200 P.M. out of which they are required to meet expenses for games, libraries, hostel and other miscellaneous fees, as also their normal medical charges and expenses during vacations etc. The Government of India have, in addition to the fixed stipend of Rs. 200 per mensem, undertaken to pay their tuition fees, examination fees and capitation charges if any, direct to the Institutions where they study.

Sardar Hukam Singh: May I know if any of our Indian students were sent to Philippines?

Maulana Azad: To my knowledge, no Indian student was sent.

Sardar Hukam Singh: Is the hon. Minister aware of the propaganda carried on in the Philippines Press that students from there had to return because of the refusal of the Government of India to extend certain facilities to them?

Maulana Azad: I have stated the facts. If any propaganda is being carried on in this connection we may regret it. I would say with all emphasis that nothing has been left undone by the Government of India in this connection.

Sardar Hukum Singh: Has there been correspondence with the Government in this connection?

Maulana Azad: None, as far as I know.

Shri Kamath: What is the number of countries with which the Government has entered into an Exchange Scheme of this type?

Maulana Azad: I have just said that the students in question were not here under the Exchange Scheme but under the General Scholarship Scheme. Under this General Scheme 53 persons are receiving education at present.

Document No. 59

REPLIES OF MAULANA ABUL KALAM AZAD DATED 21-2-1949 IN PARLIAMENT TO THE QUESTIONS ASKED BY PROF. K.K. BHATTACHARYA AND OTHERS IN CONNECTION WITH THE ALLEGATIONS AGAINST DELHI UNIVERSITY VICE-CHANCELLOR

Prof. K.K. Bhattacharya: (a) Will the Minister of Education be pleased to state whether his attention has been drawn to certain articles which appeared in the *Organiser* dated the 2nd November 1949, 23rd November 1949 and 14th December 1949 and in the *Indian News Chronicle*, dated the 18th December, 1949?

(b) If so, what steps do Government propose to take to enquire into the truth of these allegations?

(c) Has there been a complete audit of the accounts of the University in recent years including money spent on building operations?

(d) Has the attention of the Government been drawn to the auditors' notes in the last audit and what action are Government taking in the matter?

(e) What is the total amount granted to the University under the General Expansion Scheme of the University, including money for buildings?

(f) Have Government verified that the buildings put up are really of the value for which they have been built?

The Minister of Education (Maulana Azad): (a) Yes Sir.

(b) I am informed by the Vice-Chancellor that one of the complaints is *sub-judice*. All the allegations made do not indicate that any Rules and Regulations of the University have been infringed. These are matters of internal administration which are within the competence of the various bodies of the University.

(c) Yes, the last audit report was on the accounts of the University for the year 1947-48.

(d) Yes; the University's accounts are audited by Government auditors, and the audit objections have been dealt with by the University to the satisfaction of Government.

(e) A sum of Rs. 7.36 lakhs recurring and Rs. 47.05 lakhs non-recurring has been paid to the University during the period 1946-47 to 1948-49 towards development and the construction of various buildings.

(f) The Buildings are constructed on the plans approved by the Government and subject to inspection by the Chief Engineer, Central Public Works Department.

Prof. K.K. Bhattacharya: Is the hon. Minister aware that four Chevrolet buses purchased by the University of Delhi have used petrol coupons without doing any appreciable running, and is he going to institute an enquiry in regard to the disposal of the petrol coupons or the petrol itself?

Maulana Azad: The hon. Member is aware that the University is an autonomous body, and the Government cannot interfere in its administration. The Government can, of course, interfere if the University have in any way infringed its Constitution and Regulations; but no such thing has been brought before the Government.

Prof. K.K. Bhattacharya: Is the hon. Minister in a position to say whether the election of the Vice-Chancellor itself was a nullity...

Mr. Speaker: Order, order. I do not think the hon. Member can go into that question.

Prof. K.K. Bhattacharya: Is the hon. Minister in a position to substantiate that honorary degrees are being conferred by the University on some employees of the University?

Mr. Speaker: The hon. Member is going into the autonomous sphere of the University.

Shri Deshbandhu Gupta: May I know whether any such incidents have been brought to the notice of the hon. Minister that the contracts for the construction of the buildings were given without inviting the tenders, and these contracts involved a huge amount, and the Auditor raised an objection to this? If any such instance has been brought to his notice, may I know what action has been taken by him in the matter?

Maulana Azad: No, no such thing has been brought to the notice of the Government.

Shri Sidhva: The hon. Minister has stated that there are many complaints and one of them is *sub-judice*. May I know from him which is that complaint?

Mr. Speaker: If the hon. Member will refer to the copy of the newspaper, he will find that two suits have been filed.

Shri Gautam: May I take it that the Audit Report did not contain any such item from where it could be revealed that there has been some irregularity in maintaining the accounts?

Maulana Azad: No such thing has come within the knowledge of the Government.

Shrimati Velayudhan: What is the answer to (e) and (f)?

Mr. Speaker: He has already read it out. It is some Rs. 46 lakhs and 7 lakhs.

Shri T.N. Singh: I want to know whether the expenditure exceeded the grant sanctioned for the building operations, and if so, what is the amount involved?

Maulana Azad: I cannot say this at the moment.

Document No. 60

MAULANA'S REPLIES DATED 21-2-1950 IN PARLIAMENT TO THE QUESTIONS ASKED IN CONNECTION WITH THE PHYSICAL EDUCATION IN SCHOOLS

Shri Ethirajulu Naidu: (a) Will the Minister of Education be pleased to state whether Government have any scheme for imparting physical education to students in schools and colleges in the Centrally administered areas?

(b) What is the rough percentage of students whom physical education reaches under the present arrangements in those areas?

(c) What is the type and how many hours are devoted for such education in a week?

(d) Do Government propose to consider the advisability of making physical education compulsory in schools and colleges in the Centrally administered areas?

The Minister of Education (Maulana Azad): (a) The Government intend shortly to set up a Board of Physical Education, one of whose tasks will be the preparation of such a scheme.

(b) and (c) The information is being collected and will be supplied to hon. Member when received.

(d) Government will take decision after it has received the report of the Board of Physical Education mentioned in part (a) above.

Shri Ethirajulu Naidu: Within what time is the Board likely to be constituted?

Maulana Azad: Efforts are being made to set up the Board as early as possible.

Shri Ethirajulu Naidu: Do the Central Government give any directives or advice to State Governments in educational matters?

Maulana Azad: Yes, on different occasions such directives have been issued. But the Government have felt that this work can be properly done only when a practical scheme is prepared and action will be taken in consonance therewith.

Shri Ethirajulu Naidu: What will be the territorial scope, if I may say so, of the Board? Will it be restricted to the Centrally Administered Areas or extend to the entire Union?

Maulana Azad: No. The object of the Board contemplated to be set up will be that we may be able to render advice to the entire country and prepare such a scheme which can be extended to the whole country.

Shri Kamath: Which of the schemes will remain in force till a new one is formulated by this Board?

Maulana Azad: There is no particular scheme.

Shri Kamath: Is there no particular scheme before the Government?

Mr. Speaker: That is what he says.

Document No. 61

REPLIES DATED 21-2-1950 IN PARLIAMENT BY MAULANA AZAD TO THE QUESTIONS RAISED REGARDING THE GRANTS OF LOCAL BODIES

Shri Kannamwar: Will the Minister of Education be pleased to state whether Government propose to consider the advisability of making provision for grants to Local Bodies in the Centrally administered areas to enable them to revise the scales of pay of Primary Teachers according to the recommendations of the Pay Commission?

The Minister of Education (Maulana Azad): Government are already paying grants-in-aid to Local Bodies in Delhi and Ajmer in respect of the expenditure incurred by them on Primary Education. The expenditure incurred by the Local Bodies on the introduction of the Government scales of pay to their teachers is considered as approved expenditure for purposes of Government grant.

Shri Kannamwar: According to what rule is the grant being paid?

Maulana Azad: According to the Pay Commission.

Document No. 62

MAULANA ABUL KALAM AZAD'S REPLIES DATED 21-2-1950 IN PARLIAMENT TO QUESTIONS ASKED IN CONNECTION WITH THE STUDENTS IN U.S.A. AND U.K.

Shri Karmarkar: (a) Will the Minister of Education be pleased to state what is the number of Indian students studying in the United States of America and the United Kingdom and other foreign countries?

(b) How many of them are Government scholars?

(c) What is the arrangement for looking after the interests of Government scholars and non-Government scholars, in the respective countries?

The Minister of Education (Maulana Azad): (a) Approximately 3,150. A statement showing the distribution of the students in the U.S.A., the U.K. and other foreign countries is laid on the Table of the House. [See *Appendix I, annexure No. 52.*]

(b) 651 of them are Government scholars.

(c) The Education Department attached to the Indian Embassy in the U.S.A. and the High Commissioner's Office in the U.K. look after the welfare and educational interests generally of these students in these countries. In other countries where the number of scholars is small these duties have been entrusted to the diplomatic missions there.

Seth Govind Das: Is this thing kept in view that no fresh student shall now be sent abroad till the return of these scholars?

Maulana Azad: So far as the Government's Overseas Scholarship Scheme is concerned, the hon. Member is aware that it was discontinued after the year 1947. And the number which I have just referred to consists of only 651 Government scholars and a large majority thereof are private scholars. In any case, the Government of India have got no such scheme at present under which the scholars are being sent abroad.

Thakur Lalsingh: Have the Government compensated for the loss sustained by the scholars who were sent to the United States of America or those who are private, consequent on the devaluation of the rupee and increase in the value of the Dollar?

Maulana Azad: They were being paid in the form of Dollars and hence they have not been affected. Government have made special

Prof. Ranga: Have Government received any complaints from the Indian students who are in America or who have returned from America about the inability or unhelpful attitude of the Education Department of our Embassy to help them adequately?

Mr. Speaker: To help them, in what manner?

Prof. Ranga: In the manner in which they are expected to help them.

Maulana Azad: Government shall not accept this. Government have carefully considered this matter and we are fully satisfied that necessary help is being given.

Shri Karmarkar: Is it a fact that the Education Officers specially posted for this purpose in Washington consider it their duty to keep in contact only with Government scholars, and not with other students? If the hon. Minister is not in possession of the answer to this question, will he make enquiries?

Maulana Azad: So far as Government are aware, the Education Department not only looks after the Government scholars but all the students and keeps itself in contact with them. No such complaint has been brought within the knowledge of the Government.

Shri Lakshmanan: May I know for what careers the majority of the Scholars are preparing?

Maulana Azad: I cannot say this at the moment.

Shri D.D. Pant: Is there any arrangement for giving practical training in the factories to the non-Government Scholars after they come out of the Universities?

Maulana Azad: Yes.

Shri Sonavane: May I know, Sir, how many out of 651 Government scholars are Harijans?

Maulana Azad: I cannot say this offhand.

Shri Syamnandan Sahaya: Will the hon. Minister of Education be pleased to state what arrangements have been made by the Government to counteract the difficulties which are being faced by non-Government scholars on account of devaluation? You had just stated that some arrangement has been made in this direction. I would like to know what arrangement has been made for them ?

Maulana Azad: What I had stated was in respect of Government scholars. It is obvious that the Government cannot accept any responsibility for the expenses of private scholars. But if any particular case is brought to our knowledge, we try to help them as far as possible.

Document No. 63

REPLIES DATED 21-2-1950 BY MAULANA AZAD IN THE PARLIAMENT TO THE QUESTIONS ASKED BY MR. B.K. PANI REGARDING THE GRANTS TO UNIVERSITIES

Shri B.K. Pani: Will the Minister of Education be pleased to state:

(a) the Central grants given to each of the Universities for development and research in Science and Technology in each of the years 1947-48 and 1948-49; and

(b) whether the Utkal University has applied for any grant in these years and the reason why no grant was allotted?

The Minister of Education (Maulana Azad): (a) A Statement showing grants given to the Universities in India for development and research in Science and Technology in each of the years 1947-48 and 1948-49 is laid on the Table of the House. [See *Appendix I, annexure No. 54.*]

(b) The Utkal University applied in 1949 for a grant for the construction of University buildings, equipment of its Library, and Research in Science and Archaeology. The proposal could not be considered as grants to state Universities for such general schemes are not normally made from Central Revenues.

Document No. 64

REPLIES BY MAULANA AZAD DATED 24-2-1950 IN PARLIAMENT TO THE QUESTIONS ASKED IN CONNECTION WITH THE PRIMARY AND SECONDARY EDUCATION IN CENTRALLY ADMINISTERED AREAS

Pandit M.B. Bhargava: (a) Will the Minister of Education be pleased to state the number of primary and secondary schools in the Centrally Administered States of Delhi and Ajmer and how many of these are Government aided?

(b) Have Government any intention of giving aid to the institutions, which depend wholly on voluntary efforts and if not, why not?

(c) What progress, if any, has been made so far by the Government of India to take over the primary and secondary institutions run by the Municipalities in the said States?

(d) Whether the Punjab Compulsory Education Act which has already been extended with certain modifications to the State of Delhi has been enforced in Ajmer as well and if not, why not?

The Minister of Education (Maulana Azad): (a) Necessary information is given in the statement placed on the Table of the House. [See *Appendix III, annexure No. 12.*]

(b) Such of the private institutions, whose Managements apply for Government recognition and grant and satisfy the prescribed conditions will be given grant-in-aid.

(c) In 1947, all Secondary Schools run by the Delhi Municipal Committee were taken over by Government. From next year, it is proposed to provincialize all Primary and Secondary Schools now run by Local Bodies in rural areas of Delhi. There is no intention, at present, of taking over the schools run by the Delhi and the New Delhi Municipal Committees in respect of Education. In Ajmer State in rural areas the Primary Schools are run by Government. The Management

of the Betham Municipal High School, Kekri, was taken over by Government in 1945. The question of taking over all Primary Schools run by Local Bodies in Ajmer is, however, under consideration by Government; but pending a final decision in the matter, Government have sanctioned a grant-in-aid to these Local Bodies at 90 per cent of the net expenditure incurred by them on Education, subject to the condition that the Local Bodies spend not less than 7½ per cent. of their total income each year on primary education.

(d) The question of extension of the Punjab Compulsory Education Act to Ajmer-Merwara is under consideration.

Document No. 65

MAULANA AZAD'S REPLIES DATED 24-2-1950 IN THE PARLIAMENT TO THE QUESTIONS ASKED IN CONNECTION WITH THE HISTORY OF INDIAN PHILOSOPHY

Shri Barman: (a) Will the Minister of Education be pleased to state the names of the persons appointed to compile the History of Indian Philosophy?

(b) How far have they completed or, advanced with, their work?

The Minister of Education (Maulana Azad): (a) An Editorial Board consisting of the following was appointed for writing a comprehensive History of Indian Philosophy:

- (1) Dr. Sarvepalli Radhakrishnan (Chairman)
- (2) Prof. A.R. Wadia, Principal, Gwalior College, Gwalior.
- (3) Prof. D.M. Datta, Professor of Philosophy, Patna University.
- (4) Prof. Humayun Kabir, Joint Secretary to the Government of India, Ministry of Education (Secretary).

(b) The Editorial Board is now engaged in preparing for the press the chapters submitted by the various experts. It is expected that the material will be handed over to the publisher in June.

Shri Tirumala Rao: Sir, may I know whether there is a proposal to associate with this Committee anyone well versed in oriental studies, say, a pandit well-versed in Sanskrit and philosophy?

Maulana Azad: The persons whose names were included in the list were supposed to possess profound knowledge of this subject, and so it was thought that as these Scholars are there so there is no necessity of having other people also.

Shri Tirumala Rao: Is any one of them an oriental scholar knowing Sanskrit?

Maulana Azad: I think that it has universally been accepted that Dr. Radhakrishnan is a great Sanskrit Scholar.

Shri R.K. Chaudhuri: I wish to enquire why the name of the Educational Adviser to the Government of India was not included in the Committee?

Maulana Azad: It was not at all essential to nominate the Educational Adviser to this committee also. He cannot find time for all sorts of work.

Shri Tyagi: In which language will this book be published?

Maulana Azad: In English.

Shri Raj Bahadur: May I know if besides Dr. Radhakrishnan any other Sanskrit Scholar also took part in the proceedings of the committee?

Maulana Azad: The Board, we had to constitute could not have been a very big one. Four such persons were nominated to this committee who could have collectively accomplished the task in the best possible manner.

Khwaja Inait Ullah: Will the Government publish the translation of this book in other languages also?

Maulana Azad: For the present efforts are being made to publish the book. After the publication it is just possible that the question of translating the book may be taken into consideration.

Dr. M.M. Das: I want to know the expected time when this work will be completed and also the estimated expenditure that will be incurred?

Maulana Azad: I have just stated that we hope that the book would be given to the publisher by the month of June. Then it would take some time to print the book. As far as the question of setting up of this Board and the necessary expenditure is concerned, 20,000 rupees were set apart for this work, but so far the actual expenditure done has been far less, and it is hoped that the total expenditure would be less than twenty thousand rupees.

Dr. V. Subramaniam: Have Government any idea of appointing a committee to investigate the possibilities of writing a book on a subject allied to Indian Philosophy, namely the History of Indian Medicine?

Mr. Speaker: Order, order. The hon. Member need not pursue the question.

Maulana Azad: No, no such proposal is before the Government at this time.

Shri Gautam: Have the Government any intention of setting up any other committees for subjects other than Philosophy?

Maulana Azad: No.

Thakur Lalsingh: How many members of this Board know Pali and Prakrit?

Maulana Azad: It is just possible that some other persons also might be knowing Pali, but I know that Sir Radhakrishnan is much interested in Pali. It was practically impossible to have scholars of all the ancient languages on this committee.

Shri Raj Bahadur: Will the hon. Minister for Education be pleased to state if for this work any authority or verdict or any other help of other Sanskrit scholars was also sought by this Board or not?

Shri Kamath: Whether the committee has authority to co-opt other members also may they be Pandits or Maulvis?

Maulana Azad: No, it was not considered to be at all essential. This committee was set up to edit a book so that the persons possessing expert knowledge could be asked to write the different chapters of the book and then to edit the same.

Document No. 66

REPLIES DATED 24-2-1950 BY MAULANA AZAD IN PARLIAMENT TO QUESTIONS ASKED BY LALA- RAJ KANWAR IN CONNECTION WITH THE ARCHAEOLOGICAL SURVEY OF AGROHA

Lala Raj Kanwar: Will the Minister of Education be pleased to state:

(a) whether it is a fact that the small town of Agroha in the Hissar District of the Punjab on the Delhi-Sirsa Road contains extensive ruins of a great city;

(b) whether Government have carried out any archaeological survey of this site or intend doing so as part of the programme of the Archaeological Survey of India; and

(c) if a survey has been carried out, whether a detailed report thereof has been published?

The Minister of Education (Maulana Azad): (a) Yes, Sir.

(b) A partial excavation was done at the site in 1937-38. It is not proposed to restart excavation on the site in the near future owing to the fact that much more important sites call for attention and funds and technical staff necessary for excavation are limited.

(c) No detailed report has yet been published, for the report submitted by the excavator was intended for publication in the Annual Report of the Archaeological Survey of India, the publication of which was suspended during the war and has not yet been resumed. The publication of the Agroha report in *Ancient India* which is at present the only publication of the Archaeological Department is under consideration.

Document No. 67

QUESTIONS ASKED REGARDING THE UNIVERSITY COMMISSION IN PARLIAMENT DATED 24-2-1950 AND THEIR ANSWERS BY MAULANA ABUL KALAM AZAD

Shri B.K. Das: (a) Will the Minister of Education be pleased to state whether Government have considered the recommendations of the University Commission?

(b) If so, what steps have been taken for the implementation of their recommendations?

(c) Has any University given effect to any of their recommendations?

The Minister of Education (Maulana Azad): (a) and (b). The Report was circulated to the Governments of the different States and the Universities in the Union, for eliciting comments. It has also been referred to the Central Advisory Board of Education and the Inter-University Board, and it is expected that their views will be available in April. Meanwhile a preliminary examination of the Report has been undertaken by the Ministry to prepare the ground for necessary action immediately after the views of the States, the Universities and other bodies referred to have become available.

(c) Does not arise.

Document No. 68

MAULANA ABUL KALAM AZAD'S REPLIES IN PARLIAMENT DATED 24-2-1950, TO QUESTIONS ASKED BY DR. DESHMUKH IN CONNECTION WITH THE BASIC EDUCATION

Dr. Deshmukh: (a) Will the Minister of Education be pleased to state the date from which Government accepted Basic Education Scheme?

(b) What are the stages in which it has so far been introduced?

(c) Is it proposed to be confined to the primary stage or to be extended to the middle and higher stages also?

(d) What is the expenditure incurred on Basic Education including conferences held for the purpose, or contributions made to other organisations each year, from the time Basic Education Scheme received the support and approval of the Government of India?

(e) What was proposed to be spent on Basic Education from the Centre in the year 1950-51?

(f) Has this amount been reduced on account of the drive for economy and if so, by how much?

The Minister of Education (Maulana Azad): (a) The outline of Basic Education was laid down by the Central Advisory Board of Education in their Report on Post-War Educational Development in India, 1944 which was accepted in principle by Government on the 19th November, 1945.

(b) and (c). Basic Education as accepted by the Government of India is an integrated course of eight years for children from six to fourteen years of age. For practical and administrative purposes, however, while preserving its essential unity, the course has been divided into two stages. The first Stage, the Junior Stage, covers a period of five years and the Second Stage, the Senior Stage, a period of three years.

Junior Basic Schools have been started in all the Provinces except Punjab. A few Senior Basic Schools have also been started in Bihar, the Central Provinces and Bombay.

(d) As Block Grants are given to the Provinces for all development purpose, it is not possible to state the exact amount given by the Centre for Basic Education to the Provinces. The Ministry of Education have so far spent an amount of Rs. 19.1 lakhs approximately on the Centrally Administered Areas of Delhi and Ajmer, for training of Basic Teachers in Jamia Millia and Shantiniketan and for organising Committees in this connection.

(e) and (f) The budget estimates for 1950-51 are under consideration and it cannot therefore be stated now what will be the provision for Basic education in that Budget.

Document No. 69

REPLIES OF MAULANA AZAD DATED 24-2-1950 IN THE PARLIAMENT TO THE QUESTIONS RAISED BY SARDAR B.S. MAN AND OTHERS IN CONNECTION WITH THE CENTRAL ADVISORY BOARD OF EDUCATION

Sardar B.S. Man: (a) Will the Minister of Education be pleased to state whether a meeting of the Central Advisory Board of Education was held to decide the medium of instruction at the University stage?

(b) If so, what is its decision?

(c) What other subjects were placed before the meetings and what are the results arrived at?

The Minister of Education (Maulana Azad): (a) The Report of the Committee on Medium of Instruction at the University Stage was first placed before the Central Advisory Board of Education at their 15th meeting held in January 1949. The Board deferred decision on the Report in view of the appointment of the University Education Commission, which were to examine *inter alia* the medium of Instruction at the University Stage.

The Report of the University Education Commission together with the Report of the Committee on Medium of Instruction were placed before the Central Advisory Board of Education at their last meeting held in January 1950. In deference to the wishes of the members that more time be given to them to study in detail the University Education Commission Report, decision on the Report was deferred for a few months more. It is now proposed to call a special session of the Board in April 1950 to consider the University Education Commission Report and also the Report of the Committee on Medium of Instruction at the University stage.

(b) Does not arise.

(c) A copy of the Agenda of the meeting is laid on the Table of the House [See *Appendix III, annexure No. 11.*]

Proceedings of the meeting when finalised will as usual be communicated to the hon. Members.

Sardar B.S. Man: May I know whether at that meeting any set policy was arrived at so far as overseas scholarships are concerned, as well as scholarships for backward classes are concerned?

Maulana Azad: This Committee had no connection whatsoever with this thing. This Committee was set up to report about the medium of instruction.

Sardar B.S. Man: Sir, I want to draw your attention to part (c) of my question wherein I had stated that the Board had other points also under consideration.

Maulana Azad: No Sir, no other points were under consideration.

Shri Deshbandhu Gupta: Is it a fact that the agenda of this meeting was issued a month earlier and this meeting was called for the purpose to give a decision after taking into consideration the recommendations of the University Commission made in this connection, but this matter was not at all taken into consideration and the entire money spent on calling a meeting in this way was wasted?

Mr. Speaker: That is an expression of opinion. I find...

Shri Deshbandhu Gupta: Sir, I want to know whether on the agenda...

Mr. Speaker: He must ask for information and not express an opinion. I find many Members expressing opinions and making inferences instead of asking for information, and that makes the answering of the question very difficult. I do not propose to allow those questions, in which opinions are expressed.

Shri Deshbandhu Gupta: Perhaps the opinion is shared by the hon. Minister. Sir, I only want to know whether it is a fact that the agenda was issued one month before the consideration of the recommendations?

Maulana Azad: I cannot tell just now how long back this was published.

Shri Tirumala Rao: Sir, may I know if Government have considered the report of the University Commission and the recommendations made therein with regard to the medium of instruction at the university stage?

Maulana Azad: The Government is taking into consideration the said report. But as the report has been sent to the Provincial Governments and all the Universities and as the Central Advisory Board and the Inter-University Board also have to take this report into consideration. Therefore the Government is awaiting their opinions. When all the opinions are received then the Government would take the final decision.

Shri R. Velayudhan: Sir, may I know how many members are there on this Central Advisory Board of Education, and whether they are being paid travelling allowance by the Central Government for attending the meetings of the Board?

Mr. Speaker: No, that does not arise.

Shri Gautam: Is the Government confident of the fact that the expenditure incurred thereupon was proper and justified?

Mr. Speaker: It is a matter of opinion.

Shrimati Velayudhan: Who are the members of this Central Board of Education. I mean this Central Advisory Board of Education?

Maulana Azad: I cannot give this information just now. The Reports of the various Boards are available in the Library of the House and these reports contain the names of the members also.

Shri Kamath: Sir, on a point of order. Do not questions on the printed list take precedence over questions in the supplementary list? There is question No. 497 in the printed list which Dr. Deshmukh had authorised me to put, but...

Mr. Speaker: Unfortunately I had no information of that.

Shri Kamath: The Secretary has, I believe, a copy of the authorisation.

Mr. Speaker: If I had got any idea of it, I should certainly have come to that question. But I had no intimation of it, and office does not say that it has received any such notice or copy.

Document No. 70

REPLIES OF MAULANA ABUL KALAM AZAD IN THE PARLIAMENT DATED 24-2-1950 TO THE QUESTIONS RAISED IN CONNECTION WITH THE BASIC EDUCATION

Shri Jnani Ram: Will the Minister of Education be pleased to state:

- (a) the names of States which have started Basic Education; and
- (b) the total number of students, boys and girls, trained or under training in the Centrally Administered areas?

The Minister of Education (Maulana Azad): (a) Basic Schools have been started in all the States hitherto known as Provinces (except Punjab) and in the Centrally Administered Area of Delhi. Hon. Member's attention is invited to the reply given to the Starred Question No. 454 asked by Shri V.C. Kesava Rao on 17th February 1949.

(b) According to the information available in the Ministry the number of students trained and under training in the Centrally Administered Areas is roughly speaking 1,300.

Shri Jnani Ram: Will the hon. Minister be pleased to state that taking into consideration the speed with which Basic Education is being imparted, how much time would it take to spread it throughout the length and breadth of the country?

Maulana Azad: We aspire to spread it at the earliest but the conditions are such that we will have to wait for a long time.

Giani G.S. Musafir: The hon. Minister has just given out that such schools have not been opened in Punjab, then when is it intended to open such schools in Punjab?

Maulana Azad: The hon. Member is perhaps aware of the fact that after partition the condition in East Punjab had deteriorated very much. It was difficult for the East Punjab Government to open these new Basic Education Schools.

Shri R.K. Chaudhuri: May I know if it is a fact that some basic education trainees from Assam have been asked to withdraw and they have left this place for want of funds?

Maulana Azad: No, no such case has come to my notice.

Shri Jnani Ram: In the Centrally Administered Areas education up to what standard is being imparted?

Maulana Azad: Education up to junior basic standard is being imparted.

Dr. R.S. Singh: Will the hon. Minister be pleased to state as to what amount of money per year is being spent per student in respect of this basic education and what ratio this amount bears to the money spent per boy in other schools?

Maulana Azad: I cannot give this information at present.

Lala Achint Ram: Will the hon. Minister be pleased to state as to how many institutions have been started to impart basic education to the teachers?

Maulana Azad: Perhaps the hon. Member wants to know the total number of these institutions in all the provinces. I cannot give this information just at present.

Lala Achint Ram: What is the number in Delhi and other Centrally Administered Areas?

Maulana Azad: In Delhi 1086 pupil teachers are receiving education in the teachers training schools; in Ajmer 110; in Coorg 3, in Himachal Pradesh 74 and in Cutch 23. The total is 1296.

Shri Kamath: Have special inspectors been appointed for these basic education schools in the Centrally Administered Areas?

Maulana Azad: Yes.

Document No.71

REPLIES OF MAULANA ABUL KALAM AZAD DATED 24-2-1950 IN THE PARLIAMENT TO THE QUESTIONS ASKED BY PROF. N.G. RANGA AND OTHERS ABOUT THE REMOVAL OF FINDS FROM NAGARJUNAKONDA

Prof. Ranga: Will the Minister of Education be pleased to state:

(a) whether any of the 'finds' were removed recently from Nagarjunakonda in Guntur District to Delhi and other places;

(b) if so, how many and to what places; whether temporarily or permanently;

(c) whether it is not the practice to make 'replicas' for the "original finds" and distribute them to various Museums while keeping the 'originals' in the principal place;

(d) whether Government are aware that there is a museum at Nagarjunakonda; and

(e) whether Government propose to return these finds to Nagarjunakonda and if so, when?

The Minister of Education (Maulana Azad): (a) and (b) Yes. 10 sculpture pieces were removed to the National Museum, New Delhi.

(c) No.

(d) There is a sculpture shed built on the site by the Department to protect from weather the antiquities collected or excavated from the site.

(e) No, not at present.

Prof. Ranga: May I know why the Government do not propose to return the finds to Nagarjunakonda?

Maulana Azad: If the hon. Member thinks that the things excavated from a particular place must not be removed to other places then there can be no National Museum.

Prof. Ranga: Will Government later on supply the information as to which of the finds have been removed from there to Delhi?

Maulana Azad: Ten things have been removed from there, but I cannot tell the details just at present.

Shri Tirumala Rao: Have Government any proposal for replacing the originals by replicas at least, so that the collections there may be complete?

Maulana Azad: No. I would like to draw the attention of the hon. Member towards the fact that things from that place only have not been removed to the National Museum but articles from Calcutta and other provinces also have been brought there. If we were to accept the principle that in no case things would be removed from their original places then no National Museum can be created.

Shri Tirumala Rao: My question has been misunderstood. I only wanted to know whether such of the finds as were removed from Nagarjunakonda would be replaced by replicas made from the originals?

Maulana Azad: No, for the present there is no such intention.

Prof. Ranga: Are these finds major or minor ones?

Maulana Azad: No, I cannot give this information just now.

Prof. Ranga: Why were they taken from there secretly without anybody knowing anything about it and removed in special cars all the way from that place?

Mr. Speaker: That is an insinuation.

Prof. Ranga: That is why I have not used the word 'stealthily'. I said they were secretly taken away.

Shri R. Velayudhan: What were those finds?

Prof. Ranga: My question has not been answered.

Mr. Speaker: He has stated that he cannot give the information without notice.

Shri Kamath: On what basis these things were considered fit for the National Museum?

Maulana Azad: Because it was thought that the things are such as ought to have been in the National Museum.

Document No. 72

MAULANA AZAD'S SPEECH IN PARLIAMENT DATED 15-3-1950 DURING THE DISCUSSION ON GENERAL BUDGET (LIST OF DEMANDS) AND HIS REPLIES TO QUESTIONS RAISED IN THIS CONNECTION

Maulana Azad: I am thankful of those hon. friends of mine who have taken part in the budget discussions. It was highly gratifying to note that they are full conscious of the difficulties that are being faced by the Ministry of Education. I do not want to conceal my feelings from you. I am not at all happy with the present state of affairs. I think the present state of affairs to be highly regrettable. But besides this I also see that the matters are taking such a shape and have so paralysed us that we cannot make any progress. It is third year since I assumed charge of this Ministry. The first was the year 1947, and as you all well know that was a year full of calamities and misfortunes. Such a violent commotion of misfortunes and calamities came to pass that it shook the entire country. My heart was also moved. I thought it to be a passing tide all the time thinking as it has come so it would vanish in the due course of time. But we wish to put the schemes, that we have before us into operation with all possible promptness so that we may be able to make definite progress.

Till that time our schemes had not been finalized. Special Committees had been set up for those matters that we had taken upon ourselves to accomplish thinking them to be of highest importance. Last year these Committees finished their deliberations and all our important schemes were finalized. Now the time had come to give these schemes a practical shape and rapid progress made, but at the time of the last year's budget some such difficulties cropped up that we were compelled to think of postponing these schemes for one year more, and to complete only the preliminaries of the more important ones. Therefore I did so. Till now my hopes were high and I had not even thought of any discomfiture, but I like to tell you that when some six months back a crisis came to pass we came to know that the budget was having a deficit of some 40 crores

of rupees, and we were to make up this deficit anyhow. In the meantime devaluation and such other things occurred, and the result was that the amount of money that was allocated for Education in the budget had to be reduced by ten per cent. I did not very readily agree for this cut. My friends, who are not here this time, know it full well that I continued to wrangle for two weeks on end but when the actual facts faced me then I also had to acknowledge that except this there was no other way out, and only then was I constrained to accept this cut. The result was that out of the budgetted amount a sum of Rs. 1 crore and 53 lacs had to be given back. The result was that we had to shelve our schemes and to put a stop to those undertakings that we had begun, and one of them was to distribute a sum of Rs. 1 crore to the various provinces during the year. In the Conference of the Provincial Education Ministers it was decided that out of this sum of money grants would be allocated to the various provinces. In the Provinces also some preliminaries had been completed. The result of this ten per cent. cut was that the sum of one crore 53 lacs of rupees, that had been placed at the disposal of this Ministry, had to be returned and we were compelled to give out that only 60 lacs of rupees should be spent on this work.

The provinces protested against this cut but we were helpless and we had no other way out. Then the question arose about the coming year's budget. On making a study of the same I came to the conclusion that I should better dismiss even the last flickering rays of hope that I had longingly cherished so far. After taking into consideration the entire situation I came to the conclusion that what to say of the coming year for two or three years to come no hopes could be entertained that the Government would be able to find and allocate money out of the Central Revenues for education. The result was that I became down-hearted. Such a state of affairs came to pass for the reason, as you all well know, that the economic condition of the Central Government was not sound. Taking into consideration the difficulties that the world had to face as a result of the World War our economic condition was quite sound, our income was quite sufficient. But this also you know that rather unfortunately such things came to pass that we had to spend a huge amount of money on such items of expenditure that could not be postponed, for example you well know the amount of money that we spend on food imports or on rehabilitation of those thousands of homeless persons, who have come here after losing their hearths and homes. Last year 29 crore of rupees were allocated for the rehabilitation of these refugees and this year 20 crores have been set apart for this

purpose. Besides this you know that the condition in the country have taken such a turn that we cannot make even the slightest cut in the Defence Budget.

I do not know whether you know it or not that in 1947 when our country had not been partitioned then we, the Central Cabinet, had fully taken into consideration the fact as to how much money should we allocate to all the three services of Defence Forces. After much deliberations and fully taking into consideration the fact that we must not make drastic cuts in the Defence expenditure but should reduce it gradually, it was decided that at the maximum we should allocate a sum of Rs. one hundred crores for all the three services of the Defence Forces. This decision was for the undivided India. Then came the partition, and what was the result of this partition? The result was that one third of our country was sliced away and thus the burden of this one third part of the country was shifted off shoulders of the bigger portion. But in spite of this you well know how much we are spending on the Defence of the country. We were spending 170 crores of rupees. This year 168 crores of rupees have been set apart for Defence. Before the partition we had decided to spend at the maximum 100 crores but now we are spending 170 crores and for the next year we have planned to spend 168 crores. Out of this amount 68 crores have been set apart to give training to the State's Forces. In this way the Defence budget amounts to 168 crores. This money we are not spending all willingly. But you well know that the conditions are such and the circumstances have forced our hands to do so and hence we cannot reduce the defence expenditure. The result is that there is now left no channel wherefrom money could be had for the general welfare work. Then from where money could be had? The result was that I had to become helpless and so I made an unconditional surrender. There was no other alternative even. When the new Government assumed charge then the Education budget of the Central Government did not exceed two and a half crores of rupees. I made strenuous efforts and increased it to six crores. But for the important things that we have to do even these six crores of rupees are just like a paltry sum of six rupees, they are just like a drop in the ocean. If we were to allocate at least 15 crores of rupees for education from the Central Government budget then, no doubt this sum also is not quite sufficient, with this money we can complete the more important of our schemes.

According to the new scheme of Basic Education, as has been recommended by Kher Committee, we seek to spread Basic Education both of junior and senior standards throughout the country in 16 years'

time and want to make it universal and compulsory. The junior standard would be ten years and the senior of six years. If we were to launch that scheme then the Central Government should have to contribute 30 per cent. of the expenses, and the rest 70 per cent. would be contributed by the States. If we were to launch this scheme then in the very first year we require four crores of rupees to complete the Centre's quota, and in the next year we would have to contribute seven crores and some lacs towards this.

Similar is the case of the Adult Education Scheme. The entire adult population would be divided into two batches of five years' duration. Fifty per cent. of the adult population would be made literate in five years' time and the rest 50 per cent. in the succeeding five years. This scheme was to be completed in ten years' time. In this scheme the burden of expenditure was equally divided between the Centre and the various States. Fifty per cent. of the expenditure was to be borne by the Centre and the rest 50 per cent. by the States. This scheme also we could not launch. For this we had allocated a sum of Rs. one crore in the last budget, but after a few months only more than half of this sum had to be returned. You well know the position of this year's budget. The position in this budget is that if money could be found for basic education, training of teachers and adult education then the amount would be nearly 15 lacs only. You all can well imagine to what use this paltry sum of 15 lacs can be put. This sum of money cannot even meet the expenditure on education in Delhi alone. Therefore the thing that I wish to submit is that I am very unhappy. I do not see any cure of the canker that is eating into my heart. If I were to know that this scarcity and difficulty is to last for so much time and after that we would not be constrained to restrict our activities, then at least this thought would have relieved much of the pinch of the pricking. But I do not see any such way out and I have been forced to think that this affair is a very very deep seated one. This matter is not such that at the time of Demands for Grants some of my hon. friends table a few cut motions and hold discussions for two or three hours. This matter is far more deep seated than this. We should conclusively think from where the money, that we wish to take from the Centre for Education, would come. There is no doubt about the fact that difficulties are there, and as I have just submitted before you I did not see any such way out whereupon I would have insisted and pointed out that money for education should be had from this source. Yet still the matter is such that if we were to hold a council together and pay fullest possible attention to this problem with

the intention that we have to find this money anyhow, then it is not at all impossible to find a sum of 15 crores of rupees per year for education provided we pay attention and have a will to do. I wish the House to pay attention to this and after pondering over the whole matter should try to evolve ways and means whereby this affair could be given a final consideration. If some Committee would be set up for this then the Ministry of Education would give it its whole-hearted support and I hope that the Ministry of Finance also, as far as possible, would surely be willing to give all possible help.

Anyhow the thing that I wished to submit before you is that as far as the matters of Education are concerned the condition is quite deplorable and no reasonable and responsible person can feel satisfied or even happy on this state of affairs. But the pity is that the affairs have taken such a shape that I do not see any effective solution or way out of this *impasse*.

Some of my hon. friends have drawn my attention to certain things. Shrimati Durgabai has laid stress on the fact that these days we are facing an acute shortage of funds. But many such national institutions and national organizations do exist in our country which are rendering useful service, and if they are given some help and patronage then they can render a good deal of service to the country. I quite agree with the views expressed by her and I would like to assure her that the scheme of Basic Education, that the Ministry of Education has placed before it, could not have been completed by the Government alone. Many elements had been incorporated in this scheme, one of them was that of national organisation and this included the scheme of seeking co-operation of the educational men and women of this country. It was planned that they would be asked to take up this national service and their enthusiasm and talents would be utilized to the best possible advantage. But when the original scheme was shelved then this also had to be postponed. I assure her that I have not left that scheme for good. I still have that under my consideration and most probably I would try to implement that scheme very soon.

Some of my hon. friends have complained that adequate efforts do not appear to have been made, as they ought to have been, for the spread of the Hindi language and for making its learning popular.

I fully agree with the views held by them, that the provision that we have laid down in the Constitution, that for the coming 15 years English would be used in the Centre, must not for one minute mean that we

should not begin our efforts in this direction from now from this very minute. If we would not make efforts to popularize Hindi throughout the country from today from this very minute, and give all possible aid and help for the spread of education in the country, then we must not expect that after the lapse of 15 years the country would be in a position to conduct the entire work of the State in Hindi, I fully agree with their views on this point. I think that this work could be done quite satisfactorily if the Governments of the States would try for this end, and the Centre also taking a part in the efforts made. But I wish to assure you that as far as these things were concerned, such as that Governments of the States would draw people's attention towards this, would create facilities for learning Hindi, then I wish to inform you that this task is being done with all possible speed and is decidedly showing satisfactory results. As far as the question of the Central Government taking any direct step in this direction is concerned, then I beg to inform you that all possible efforts are being made in this direction.

The most difficult task facing us is of finding technical terms. If in place of English we wish to make Hindi and other State languages the medium of instruction in the University stage of Education, then we would have to face the most difficult problem of the scientific and technical terms. Till we would not resolve this difficulty our education of Hindi would not make any progress. The Ministry of Education has decided to set up a Board for this purpose. Some money has been allocated for this purpose. It is expected that this Board would include experts of the subject and they would be able to take the various aspects of this problem into consideration. This Board would compile a dictionary and would complete this task after taking into consideration all the aspects of the problem. Besides this it is also necessary to compile after careful deliberations a Text Book of Hindi for schools. For this purpose also some money has been set apart in the Budget. For this purpose also we wish to set up a Board, but this work only is not comprehensive enough by itself and so we wish to begin our work on bigger scale, but in this matter also we are facing the self-same obstacle, that we have been encountering in all our efforts. And this obstacle is that of money or financial help. The result is that no schemes can be completed and no tasks undertaken.

We have called a meeting of the Central Advisory Board in the month of April to discuss the Report of the University Commission and to give its opinion on it. But what would happen afterwards, and if it is

decided to implement and put into practice the various recommendations of the University Commission then the question of adequate funds automatically crops up.

Just now an hon. friend was saying something about the rural universities. There is no doubt about the fact that rural universities are things of utmost importance, and especially for the life in India, where 80 per cent. of the population is rural such universities are very essential so that by their cultural atmosphere these universities should give lead to the rural population. But for this also the problem of money faces us.

Just now an hon. friend has given out that for secondary education a Board is being set up and would soon come into existence. But for this Board also money is required and there are certain other schemes also in this very connection, but for all these money is required.

Shrimati Durgabai: I wish to enquire one thing. Would it not be better first to ensure availability of funds before setting up Boards for preparing educational schemes? Because though money is spent on the deliberations of the Board yet funds are always wanting for implementing the recommendations of the Board.

Maulana Azad: If we would adopt this procedure, that till funds are not available we would not proceed with any schemes, then all our activities would come to a dead stop. Therefore I think that the Board should be set up and it may be asked to present its report at the earliest. But besides all this the thing of basic importance is the question of money, and till no satisfactory arrangements are made to this effect, it is difficult for us to make any progress in any direction, whatsoever.

My hon. friend Shri Jaipal Singh has complained that the amount of money, which is given as scholarships to the backward classes, is very inadequate. One criterion of judging the relative importance of the various tasks can be that it should be planned to do a particular work in a particular manner and then see if that standard is achieved or not. Another test can be to ascertain whether a particular work, which is being carried on under certain circumstances, would be able to produce maximum output or not. When the present Government assumed the reins of the Government then there was only one scheme for giving scholarships to the scheduled castes, and some two and a half to three lacs of rupees had been set apart for this purpose. Only this scheme was in force. The next year when I took charge of the Ministry then I, after making strenuous efforts, allocated a sum of 50 thousand rupees for giving scholarships to backward classes. Later on this sum of 50

thousand was increased, at one stroke of pen, to four lacs and you must take into consideration the circumstances and conditions under which this work was being carried on. I increased this sum from 50 thousand to four lacs, and the sum set apart for scheduled castes I raised from five lacs to ten lacs. Now remains the question of giving them more and more impetus, well, this would surely be taken into consideration.

Shri Sonavane (Bombay): The share allotted to scheduled castes is not even according to their population. A reasonable share due to them is not allotted to them. It is much less than that.

Maulana Azad: I would like to draw the attention of the hon. Member towards the fact whether the education here is being imparted on the population basis?

An hon. friend made a mention of the Saugor University. Saugor University and such other Universities are the concern of the State Governments. Efforts were made in this connection. The Development Grants, that are being given to the various States, include a sum of money exclusively meant for educational purposes. It was expected that the Madhya Pradesh Government would give a grant to the Saugor University out of this Development Grant. But as a result of the financial difficulties the Development Grant, that was being given to the States, had to be stopped. But I hope that the munificent legacy, that the late lamented Dr. Gour has very generously left for the University, will in a way put an end to all the difficulties faced by this University.

Anyhow I am very grateful to you for your kindly realizing the difficulties of the Ministry of Education. I have placed before you the real facts and conditions. I am not at all satisfied with the state of affairs resulting from the difficulties that are in our way. It is hoped that a time would soon come when we would be able to develop the cause of education to our entire satisfaction.

Shri B. Das (Orissa): I wish to enquire one thing. In the Constituent Assembly while we sat discussing we expected the Government will soon establish an Indian Academy for the propagation of Hindi culture and Hindi language. I want to know whether Government of India have come to any consideration about the foundation of Hindi Academy.

Maulana Azad: The Government had a proposal of calling a Conference for this purpose, but on account of financial difficulties this proposal was shelved. There are other matters also of this type and if funds would be forthcoming then I can get this thing also done.

Shri Chattopadhyay: A very interesting suggestion was put by Shrimati Durgabai that the education of girls should be specially entrusted in the Primary and Secondary forms to women only and no reply has been given on that point by the hon. Minister.

Maulana Azad: This suggestion needs no reply. As far as my opinion is concerned I fully agree with her in this matter.

Document No. 73

REPLIES BY MAULANA AZAD DATED 29-3-1950, IN THE PARLIAMENT TO QUESTIONS ASKED ABOUT THE FEDERAL LIBRARY IN NEW DELHI

Seth Govind Das: Will the Minister of Education be pleased to state whether it is proposed to set up a federal library at the capital of India for purposes of research and education like the one in Calcutta?

The Minister of Education (Maulana Azad): Yes. Government have before them a Scheme for establishing a Central Reference Library in Delhi with a Copyright Section attached to it. The Expert Committee appointed to work out the details thereof has not yet completed its deliberations.

Seth Govind Das: Are the Government thinking of transferring the books of the National Library of Calcutta also to this Library?

Maulana Azad: No, this is a self-contained and separate scheme altogether. The object of this scheme is to start a Library at Delhi.

Seth Govind Das: Has the Committee of the Experts constituted for this purpose started its deliberations? And if so, when the recommendations would be received by the Government?

Maulana Azad: A meeting of this Committee was held in January 1950, but as yet the Committee has not formulated its recommendations.

Seth Govind Das: When the recommendations should be expected? Have the Government fixed any time limit for the submission of the recommendations?

Maulana Azad: No, no time limit has been fixed. It is expected that no sooner the deliberations would finish the Committee would submit its recommendations.

Dr. Deshmukh: May I know if this Library will be opened in the present Capital of India or in the future Capital of India?

Mr. Speaker: Order, order.

Shri Bhatt: Will the Library be opened in this very year?

Maulana Azad: This all depends upon the extent to which the financial position of the Government permits.

Shri Kishorimohan Tripathi: What amount of money would be spent on the scheme that has been drawn up for starting a Library at Delhi?

Maulana Azad: No amount of money has been fixed for this purpose as yet. A decision in this connection would be made when the report of Expert Committee set up for this purpose is received.

Shri Raj Bahadur: When was this Committee of Experts set up?

Maulana Azad: This committee was set up on 5th November, 1947.

Shri Raj Bahadur: May I know the reason why no meeting of this committee was convened from 5th November 1947 to 25th January 1950?

Maulana Azad: We should expect that the members of the Committee would finish their work at the earliest. I would like to draw the attention of the hon. Member towards the fact that taking into consideration the financial difficulties that are embarrassing the Government, very little hopes can be entertained that money for such things could be found immediately. Suppose we get the report of the Committee today, yet still we would not be able to find money for this Library immediately.

Giani G.S. Musafir: Who are the members of this Committee?

Maulana Azad: This Committee has six members:

1. Educational Adviser, Government of India—*Chairman*.
2. Dr. S.N. Sen, Director of Archives.
3. Dr. P.N. Joshi, Director of Archives, Government of Bombay.
4. Dr. S.R. Ranganathan, Delhi University.
5. Prof. D.S. Kothari, Secretary, National Institute of Science.
6. Librarian, National Library, Calcutta.

Document No. 74

REPLIES BY MAULANA AZAD DATED 29-3-1950 IN PARLIAMENT TO THE QUESTIONS ASKED BY SETH GOVIND DAS IN CONNECTION WITH THE GRANTS TO UNIVERSITIES

Seth Govind Das: Will the Minister of Education be pleased to lay on the Table of the House a statement showing the amounts of grant given to various universities and educational institutions for the year 1950-51, and state whether any provision has been made to provide Chairs for Hindi where none exists at present?

The Minister of Education (Maulana Azad): A statement is laid on the Table of the House. [See *Appendix VI, annexure No. 4.*] This would show the amounts of grants sanctioned by this Ministry to the various educational institutions for 1948-49 and 1949-50. It also shows the budget provisions for 1950-51. Establishment of special Chairs in various Universities for particular subjects is not such a thing for which specific grants may normally be made by the Government.

For the information of the hon. Member I wish to say that as far as the question of spreading and promotion of learning of Hindi language is concerned the Ministry of Education has received some suggestions in this respect. The special meeting of the Central Advisory Board of Education that is to be held on 22nd April will take these suggestions into consideration and it is expected that after this we would be able to give a practical shape to these suggestions.

Seth Govind Das: As Hindi has now become the National language then so far as the founding of Chairs for Hindi are concerned are the Government taking this proposal into consideration that in those States where Hindi is not generally spoken and specially in the Universities of such States, Chairs for Hindi be founded and the Government should give them help?

(g) In 1948 the Government agreed to give a block of Rs. 5 lacs per annum for 3 years to the Institute on the condition that the Institute was reorganised on certain lines acceptable to Government. The proposals provided for the representation of the Central Government on the various bodies, viz., Governing Body, Finance Committee and Selection Committee of the Institute. The adoption of the scheme by the Institute is yet awaited.

Dr. Deshmukh: May I know how many students are studying here at present and how many would be able to study therein in future?

Maulana Azad: I cannot tell the number just now.

Dr. Deshmukh: When will this reorganisation be completed? Have all the terms and conditions for its reorganisation been settled?

Maulana Azad: Yes, but we are just waiting. The final decision of the Institute has not yet been communicated to us.

Shri Tyagi: Does this Institute teach the subject of statistics or simply collects and compiles the statistical figures?

Maulana Azad: It does both these things. It imparts instruction as well as collects and compiles the statistics.

Shri Tyagi: Do the Government according to its requirements ever send instructions that statistics on a particular subjects be collected and compiled?

Maulana Azad: Yes.

Document No. 76

MAULANA AZAD'S INAUGURAL SPEECH DATED 9-4-1950 AT THE INDIAN COUNCIL FOR CULTURAL RELATIONS, NEW DELHI

I have great pleasure in welcoming you to this inaugural meeting of the Indian Council for Cultural Relations. You will remember that we met last year on the 21st August, when we decided to set up a Council for the establishment of closer cultural relations between India and her neighbours in the east and west. On that occasion, I described to you how during the war years the Indo-Iranian Cultural Committee had reopened one of the doors that had been shut some centuries ago. I also drew your attention to the need of re-establishing all our old cultural contacts in the context of a free India. In that meeting it was agreed to set up a Provisional Committee to define the aims and objects of the Council and draw up its constitution, and also appoint a small sub-committee to do the necessary work in that behalf.

The Provisional Committee met on November 27, 1949, and, after making some notable changes, accepted the draft constitution which had been prepared by the sub-committee. Of these changes, the most important was the removal of all the territorial or geographical limitations on the activities of the Council. The Provisional Committee recommended that the Council should aim at establishing closer contacts between India and all other countries of the world whether in Asia or outside. While we welcome this extension in the scope of the activities of the Council, I think you will agree that it would be more practical to proceed towards that aim step by step. We therefore propose to set up for the present two sections of the Cultural Council, viz., a Middle-East and Turkey Section, and a South and East Asian Section. The Middle-East and Turkey Section has accordingly been set up and will work towards the establishment of closer relations with all the countries of the Middle East, Turkey, Afghanistan and Pakistan. Since India and Iran have always had special relations with each other, there will be a special sub-section for the promotion of Indo-Iranian relations. I hope

that within the next year or so, we will be able to set up the South and East Asian Wing of the Council to promote closer contacts with the countries in that region.

You will be glad to hear that our first steps towards the setting up of this Council have met with warm welcome from different foreign countries. Egypt and Syria, Lebanon and Iraq, Iran and Afghanistan, Burma and Ceylon and the Republic of Indonesia, have all expressed strong support for the proposal. I hope that now that the Council is established, our cultural relations with these countries will continually expand and we will secure the full co-operation of the universities and other cultural and learned societies of India and these countries for the furtherance of our objects.

I have already referred to the limitation of our resources which compel us to proceed step by step. Nevertheless, action has been initiated and I can report to you some of the things already done:

- (a) The headquarters of the Council have been established at Hyderabad House. In the headquarters, we are building up a library which will provide facilities to scholars for the study of the history and culture of these countries.
- (b) To make a beginning with the library, I have presented to the Council my personal library and I hope that soon these books, which are being despatched from Calcutta, will be available to users here.
- (c) The Ajit Ghosh collection which has been purchased for the Council possesses many rare and valuable books on Indian art and architecture.
- (d) The reading room is being set up in the headquarters where newspapers, magazines and journals of all these countries will be available as well as the publications of universities and cultural societies.
- (e) We also propose to arrange for periodic meetings where specialists will discuss particular aspects of the culture and civilisation of India and these countries.
- (f) One of the functions of the Council will be the exchange of professors between India and these countries. We have already sent a professor of Sanskrit to Anjuman-e-Iran-Shinasi, Teheran. The Council also arranged for the lectures of Professor Nafisi, a well-known Iranian scholar, in some of the Indian universities.

- (g) The Council also propose to publish two Quarterlies, one in Arabic to interpret Indian culture and civilisation to the Middle-East countries, and another in English for the exchange of information and knowledge between India and South and East Asian countries. The first number of the first Quarterly is in press and will soon be available, while preparations for the second Quarterly will be taken in hand at an early date.

I will not, however, go into further details of the programme which will be decided by the executive body that will be set up for the purpose.

I would, before I conclude, like to draw your attention to a practical question which is of some interest for the proper working of the Council. This Council which seeks to create better understanding among peoples of different countries must necessarily concern itself with the language of its transactions. At one time French was the language of international intercourse. Nowadays that position is being gradually taken by English. We will therefore have English as the major language for the transactions of the Council but it is our intention to provide also for French as an alternative medium as soon as possible. At the time, I hope, that the work of this Council will encourage the study of Sanskrit, Arabic, Persian, Chinese and other oriental languages which have contributed to the development of human culture and civilisation.

Document No. 77

REPLIES TO QUESTIONS IN PARLIAMENT DATED 14-4-1950, BY MAULANA AZAD, ASKED ABOUT THE CULTURAL MISSIONS TO ASIAN COUNTRIES

Prof. S.N. Mishra: (a) Will the Minister of Education be pleased to state whether Government propose to send Cultural Missions to some of the Asian Countries in near future?

(b) If so, what are the names of the countries to which such missions are proposed to be sent?

The Ministry of Education (Maulana Azad): (a) At present there is no proposal to send Cultural Missions to any Asian countries in the near future.

(b) Does not arise.

Prof. S.N. Mishra: Have invitations been received from Asiatic countries requesting that Cultural Delegations be sent there?

Maulana Azad: As far as the question of sending Cultural Delegations is concerned we have received no special invitation from any foreign country. As also we have not written anything to any country in this respect.

Prof. S.N. Mishra: Was it intended some time back to send a cultural mission to Bali?

Maulana Azad: I think the hon. Member is alluding to that Mission which was to be sent there by the Archaeological Department. As far as I remember the Mission had gone there and has since returned after completing its work.

Sardar B.S. Man: Different cultures are found in India. When those Cultural Missions go to other countries then thinking which culture to be superior to all others they try to propound?

Maulana Azad: The culture that we call Indian Culture.

Document No. 78

REPLIES TO QUESTIONS ASKED REGARDING THE CULTURAL RELATIONS COUNCIL, DATED 14-4-1950 IN THE PARLIAMENT

Prof. S.N. Mishra: (a) Will the Minister of Education be pleased to state the functions of the Cultural Relations Council?

(b) Do Asian Cultural Relations fall within its ambit?

The Minister of Education (Maulana Azad): (a) The function of the Indian Council for Cultural Relations is to revive or establish and strengthen cultural relations between India and other countries and take all steps conducive to that end.

(b) Yes. The hon. Member's attention is drawn to the Constitution of the Council of which a copy is placed on the Table of the House. [See *Appendix VII, annexure No. 21.*]

Prof. S.N. Mishra: Have its branches been established in Egypt, Turkey and Iraq?

Maulana Azad: No. The council has just been set up. It is just possible that its branches may be established in the long run. But for the present no branches have been established.

Shri Gautam: Is the Council going to adopt such measures that would help to improve our relations with the other countries of Asia?

Maulana Azad: As I just said the Council would gradually make efforts to put into practice such things that would be considered essential for this purpose. For the present a professor of Sanskrit has been sent to Iran on behalf of the Council. At its headquarters the Council has set up a library and is going to open a reading room. Soon the Executive Body would hold its meeting and would discuss and chalk out the future programme.

Shri Kamath: For improving the cultural relations between the Asian countries how much amount of money has been sanctioned under this scheme for the next year?

Maulana Azad: A sum of Rs. one lakh has been allocated for the next year.

Shri R. Velayudhan: How many members are there on the Council and on what basis have they been selected or nominated?

Maulana Azad: The constitution has been laid on the Table of the House. If the hon. Member would take the trouble of going through it then he would come to know of the details. The Council has been constituted in the manner that all the universities and cultural societies have been given representation on the Council and 30 members have been nominated by Government of India.

Shri Borooah: May I know whether the Government propose starting a school for the proper study of the languages and culture of the Asian countries, so that the work of Council may be facilitated?

Maulana Azad: No, for the present this is not included in the programme of the Council. This thing relates to the Ministry of Foreign Relations. If that Ministry would deem it necessary then such a school would be established.

Shri A.P. Jain: May I know if the Council intends to work according to a well settled scheme or would take such steps as would be deemed necessary to meet the needs of the situation that may arise?

Maulana Azad: No, a scheme would be chalked out. But it is quite clear that the Council would enlarge the field of its activities after taking into consideration the amount of money at its disposal and the duties it has to perform.

Babu Ramnarayan Singh: This work is to be accomplished with the cooperation of other countries. If no branches are established in the foreign countries then how the work would proceed?

Mr. Speaker: You are entering into argument.

Babu Ramnarayan Singh: I am asking the ways and means of securing co-operation of the other countries.

Maulana Azad: The cooperation would be secured in this way that professors from those countries would be invited to come here and those of this country would be sent there. These are the methods with which we can improve our cultural relations with other countries.

Document No. 79

REPLIES TO QUESTIONS DATED 14-4-1950 BY MAULANA AZAD IN PARLIAMENT ASKED ABOUT THE FRENCH STUDENTS

Shri P. Basi Reddi: Will the Minister of Education be pleased to state:

(a) the number of scholarships awarded to French students for study in India;

(b) the number of scholarships awarded by French Government to Indian students for a similar purpose; and

(c) the expenditures involved for both the Governments separately on account of these scholarships?

The Minister of Education (Maulana Azad): (a) Nine Fellowships have been awarded to French scholars for the year 1949-50. So far only one has arrived in India.

(b) The French Government has awarded so far 37 scholarships to Indian students as under:

Year	Awards
1945-46	3
1946-47	4
1947-48	9
1948-49	11
1949-50	10
Total	37

(c) (i) The Government of India have no information about the expenditure incurred on this scheme by the French Government.

(ii) Approximately Rs. 900 have been spent by the Government of India on the scheme during the financial year 1949-50. A budget

provision of Rs. 30,600 has been made for expenditure on the same scheme during 1950-51.

Shri P. Basi Reddi: Has the Government awarded scholarships to students of any other country?

Maulana Azad: Yes, these have been awarded to certain other countries also.

Shri P. Basi Reddi: What are the countries?

Maulana Azad: I cannot give the list thereof at present.

Shri Sonavane: What are the subjects for study for the students who are awarded these scholarships and sent abroad?

Maulana Azad: I cannot say this offhand.

Shri Deshbandhu Gupta: What is the number of boys and girls, among the students of foreign countries who have been awarded scholarships?

Maulana Azad: I am afraid I cannot reply this offhand.

Document No. 80

MAULANA AZAD'S REPLIES DATED 14-4-1950 IN PARLIAMENT TO THE QUESTIONS ASKED IN CONNECTION WITH THE ANCIENT MONUMENTS IN SIBSAGAR IN ASSAM

Shri Buragohain: Will the Minister of Education be pleased to state:

(a) the names of ancient monuments preserved in Sibsagar district in Assam;

(b) the nature of conservation work done and expenses incurred in preserving the said monuments in the year 1949-50; and

(c) what steps if any are taken to repair the golden dome of the Sibdole Temple at Sibsagar?

The Minister of Education (Maulana Azad): (a) and (b) Two statements, one giving a list of protected monuments in the district of Sibsagar and the other showing the nature of work done and expenditure incurred on the various monuments during 1949-1950 are placed on the Table of the House. [Sec *Appendix VII, annexure No. 22.*]

(c) Due to non-availability of a suitable local gilder, repairs to the golden Kalasi (final) of the Sibdole temple could not be attended to. It is proposed to bring down the Kalasi to Calcutta this year as soon as the parcel booking on the New Assam Rail link is restored.

Shri Buragohain: With regard to (a) and (b), may I know when the list of monuments of national importance was first prepared and whether it has since been brought uptodate?

Maulana Azad: The list gives full details of 19 places, and last year a sum of Rs. 7,720/- was spent over its repairs.

Shri Buragohain: But when was the list first prepared and has it since been brought uptodate?

Maulana Azad: This list was prepared at the time when the hon. Member gave notice of this question.

Shri R.K. Chaudhuri: May I know what amount has been set apart for the repair of this dome?

Maulana Azad: No. I cannot say this offhand.

Maulvi Wajed Ali: May I know when the work for repairing this Kalasi shall begin?

Maulana Azad: I cannot exactly tell this to the hon. Member, but I think that as soon as it is brought down to Calcutta, its repairing work shall be immediately undertaken and efforts made to carry out the repairs without any delay.

Shri Satish Chandra: According to item 67 of the Union List of the Constitution, a few particular ancient monuments in this country should be declared by law to be of national importance. When do the Government expect to bring forth legislation in this connection before the House?

Maulana Azad: Action is being taken in this direction.

Shri Kamath: May I know what is the criterion for distinguishing as to which of these monuments are 'ancient' and which of these are 'modern'?

Maulana Azad: The first test is history. Those which are modern are 'modern' and those which are old are 'old'.

Shri Buragohain: Is there any officer of the Archaeological Department posted in any part of Assam to look after these monuments?

Maulana Azad: There are Circle Superintendents and such officers are posted in Assam also.

Shri R.K. Chaudhuri: May I take it from the hon. Minister that he will have no hesitation in giving as much money as is required for the repair of this dome?

Maulana Azad: Yes, I shall certainly assure the hon. Member that as much money as is required shall be spent for its repairs.

Document No. 81

LETTER FROM SARDAR PATEL TO MAULANA AZAD

New Delhi

3 June, 1950

My dear Maulana Saheb,

The PIO, Mr. B.L. Sharma, has just now shown me, as he was bound to, the statement which you propose to issue to the Press. I myself feel that it would have been better if you had left the matter to be dealt with by the Prime Minister as he thought best. It is quite clear from Dr. Matthai's statement that the matter is rather personal between him and the Prime Minister. As it is, I do not like the controversy which has been started by Dr. Matthai's second statement. However, he has issued a statement and I think the Prime Minister is the most suitable person to deal with it, as constitutionally he should. Apart from this, I feel that for an individual Minister to issue a statement of this kind would be rather inappropriate, particularly if it contains some factual inaccuracies which, as I would show later, have occurred in your statement. If these inaccuracies remain, it might provoke some counter-reply from Dr. Matthai or some of our ex-colleagues, who were present in the Cabinet at the time, and even present colleagues. I should certainly like to avoid all this in the interest of the good name of our own Cabinet no less than with the intention of leaving the Prime Minister a free hand to deal with the matter as he likes. I am arranging for the whole statement to be wirelessly to him on board ship. The inaccuracies to which I have referred above are as follows:

(a) During the time that the 20 per cent. cuts were imposed, the Prime Minister was away in America. Dr. Matthai knows it and could easily contradict you and say that the whole thing was completed before the Prime Minister returned from there; and

(b) It is not correct to say that Dr. Matthai did not oppose the [Nehru-Liaquat Ali] Pact during its discussion in the Cabinet. I recall several times when Dr. Matthai did express his opposition in emphatic language. In fact, we were all surprised at Dr. Matthai taking so much interest in the discussion over this issue.

2. My advice to you would, therefore, be that you should not issue this statement and leave it to the Prime Minister to deal with the statement as he likes. I do not think the delay would very much matter. If, however, you feel that you must do so, although I would regret this decision of yours, I feel that you should correct the inaccuracies to which I have referred above. I have asked Sharma to await your instructions.

Yours sincerely,
Vallabhbhai Patel

The Hon'ble Maulana Abul Kalam Azad
Minister for Education
New Delhi.

Document No. 82

LETTER FROM MAULANA AZAD TO SARDAR PATEL

New Delhi

4 June, 1950

My dear Vallabhbhai,

Many thanks for your kind letter of yesterday. Had the statement of Dr. Matthai been limited to personal affairs between him and the Prime Minister there could have been no reason for a third party to interfere. But he has discussed the appointment of the Planning Commission and has not only held it useless but has tried to prove it injurious as well. We have appointed the Commission and have raised hopes in the public mind that it would be helpful in removing the present troubles of the country. Personally, I consider it to be a very important work and I am deeply hurt if any one tries to ridicule it. Dr. Matthai has undoubtedly a right to put his point of view before the public and similarly those who differ from him must also get a chance to speak out their mind. I have said nothing new in my statement. I have only expressed my views about the Planning Commission. I thank you for the advice which you have kindly given to me. I have always valued your advice and shall do so in future, but you should excuse me if I have felt the need of putting my idea before the public in this connection.

In regard to financial control, you have written that when the 20% cut was decided, the Prime Minister was in America. I think full facts have not come to your notice in this connection because you were probably out of Delhi at that time. The proposal of 20% cut had come up before the Cabinet in the presence of the Prime Minister. It was hotly discussed in two successive meetings. Dr. Mookerjee, Kidwai and Rajkumari strongly objected to it. I too was not prepared for the cut. On the contrary, Pandit Nehru supported the Finance Minister with all emphasis and requested all the Ministers to support the Finance Minister during the present financial crisis.

After that it was decided that you and the Finance Minister would call for details from all the Ministers and give a final decision. Accordingly you gave the decision. So whatever I have written is not incorrect. Had I got even the least doubt in its accuracy I would never have liked to refer to it.

I may also mention here that the procedure adopted by Mr. B.L. Sharma was not proper. If he considered the publication of a Minister's statement inadvisable, he could bring it to the notice of his Minister. The Minister could then have a talk with me in this regard, or he could bring it to your notice as the acting Prime Minister (as he did later on). The matter would have ended there and then. But he himself chose to object to the statement and advise me personally in this matter. This could in no way be proper. He is a publicity officer. He is not the adviser of Ministers. You can well imagine my reactions to his lecturing. The first question I put to him was whether he was speaking to me on behalf of his Minister or on his own behalf. He replied that he had not mentioned it to anyone up to that time; but he considered it necessary to advise me on his own behalf. Naturally my reply could be none other than that I did not need his advice, and that he should not dare advise Ministers.

I hope he would be directed to bring such matters to the notice of his Minister, who would take whatever action he would deem necessary.

Yours sincerely,
A.K. Azad

The Hon'ble Sardar Vallabhbhai Patel
Acting Prime Minister
New Delhi

Document No. 83

LETTER FROM SARDAR PATEL TO MAULANA AZAD

Dehra Dun

6 June, 1950

My dear Maulana Sahib,

Thank you for your letter of 4 June, 1950 which I received this morning.

2. Like you, I myself did not like Dr. Matthai's statement. When I said that the matter had been treated by Dr. Matthai on a personal plane with the Prime Minister, I referred to the fact that he was giving the points on which he had differed from the Prime Minister personally and I still feel that the best reply could have come from the Prime Minister himself. Nor did I feel it necessary that any of us should intervene in this matter because I anticipated – and my anticipations have come true – that the Press and the public would react adversely to Dr. Matthai. On the whole this has been so. I still regard your intervention most unfortunate. Dr. Matthai's statement has been rightly called 'unedifying'. It was hardly necessary for any of us in that case to follow it up. There was also another reason. I felt that it would have added to the prestige of the Cabinet as well as to the position of the Prime Minister if he had spoken on behalf of the Cabinet Ministers rather than individual Ministers aired their own views. You issued the statement as a Member of the Cabinet and I tendered to you my advice as Deputy Prime Minister. This was not as if we were dealing with this statement as Congressmen. I feel – and to be quite frank I am quite sore about it – that my advice to you given as Deputy Prime Minister should have been constitutionally accepted.

3. As regards the point about emergency cut, the 20% cut was not accepted before the Prime Minister left for America. I am quite clear about it because I was present at the Cabinet meetings before he left when Dr. Matthai gave an account of the financial position and

suggested his remedies. All that happened before the Prime Minister left was that the Prime Minister felt that cuts and economy were essential. As to of what order it should be was left to the committee of which he, I and the Finance Minister were members. He left for America immediately after and the whole burden of imposing cuts and implementing them fell upon me and the Finance Minister. Dr. Matthai told me himself that before the Prime Minister left for America he had written to him seven or eight letters pleading for some costly scheme or other. After his return also Dr. Matthai got some letters from the Prime Minister. My apprehension was and still is that Dr. Matthai might issue a rejoinder to you giving these instances which would rather compromise the statement which you have made and might embarrass the Prime Minister in dealing with Dr. Matthai's statement with full freedom. It was this contingency which I wished to avoid.

4. As regards the procedure adopted by Mr. B.L. Sharma, he saw you himself because his own Minister was away at Hubli and the Secretary, I & B. Ministry, was touring Jammu and Kashmir. In these circumstances, he was the only one who could tender advice to you and I think in publicity matters he is entitled to tender it. I have not discouraged him from tendering advice to me also. After all, he is in touch with the Press. He knows the people. He knows also the mechanism and art of publicity. Nevertheless, when he went to you and failed, I realised the handicap from which he was suffering in the absence of his Minister and Secretary. Not being able to come myself because of the late hour at which I came to know of it, I tried to contact Sir Girja Shankar Bajpai and Dharma Vira to ask them to see you and dissuade you from issuing the statement. Sir Girja Shankar was reluctant and hesitant although he agreed with my view that the statement should not issue. Dharma Vira could not be contacted as he went out to dinner to a place which had no telephone.

5. I think the PIO knows full well that normally he must approach an honourable Minister through his own Minister and in view of the circumstances which I have explained, I think no such direction, as you have suggested, is necessary.

Yours sincerely,
Vallabhbai Patel

The Hon'ble Maulana Abul Kalam Azad
New Delhi

Document No. 84

LETTER FROM MAULANA AZAD TO SARDAR PATEL

Camp Chashma Shahi
Srinagar

17 June, 1950

My dear Vallabhbhai,

Your letter of 6 June was received here in Srinagar on 12 June. I am replying it today. The delay is deliberate as I did not want to write to you under any immediate reaction on the receipt of your letter. I wanted to consider the matter with a cool mind and this naturally meant that some time was necessary for it.

You have said in your letter, "I feel and to be quite frank I am quite sore about it that my advice to you given as Deputy Prime Minister should have been constitutionally accepted." I will assure you not for one moment did I see the matter in that light which is now disclosed by your letter nor could I ever imagine that you would so feel about it. Let me refer you to your first letter in this connection. I had no idea that you were objecting even to my statement being released at all. What I felt after the receipt of your letter was that you would prefer that the matter was left to Pandit Nehru to deal with but if I considered its publication necessary I was free to make my choice. In that case you thought it would be better if no mention was made about the 20% cut as it related to a matter which could be contradicted by Dr. Matthai.

Naturally I thought you wanted me to say those things only which you felt could not be contradicted and the portion that could be contradicted you had drawn my attention to it. I re-read that portion and I felt that as far as the real point of Dr. Matthai's statement was concerned I had not said in my statement anything which may be regarded as not in accordance with facts. Therefore, I let this portion remain as it was. I could not have any notion that you were objecting to the very idea of the publication of such a statement.

Let me put the matter in another way. As soon as Mr. Sharma got the statement he should have gone to you with it. My relationship with you is not only as a member of a Cabinet but it goes much deeper. You could have phoned to me and advised me against its being released. I would certainly have expressed my feelings about it and perhaps I might have persisted in my arguments for it. But if you had stuck to your views about it, surely I would have given up the idea of its publication altogether. It was an ordinary matter, not affecting any fundamentals. In matters like this, without going into arguments, one gives preference to one's colleague's opinion and should have no hesitation in following his advice.

In your second letter you have said, "All that happened before the Prime Minister left for America was that the Prime Minister felt that cuts and economy were essential." What I have said in my statement is that the Prime Minister was with the Finance Minister in the latter's demand for cuts and economy of expenditure. I am afraid I do not find anything more than this in my reply to Dr. Matthai. Nevertheless, if you feel that this portion of my statement does not interpret the facts rightly, I am prepared to correct my statement in this behalf in accordance with what you think about it and to say that what actually happened was that though the Prime Minister had expressed himself in favour of cuts and the need for general economy, the final decision in this connection was made by the Deputy Prime Minister and the Finance Minister after the Prime Minister had left for the United States and the programmes of the various Ministries had been carefully scrutinised.

But, as far as I am concerned, the matter does not end there. What I feel about your second letter I should be frank with it and should tell you what it is.

The Indian Cabinet is not yet three years old but our relationship with each other is of more than thirty years. We were brought together very close on account of the Indian National Congress and the leadership of Mahatmaji. We struggled together like members of the same family for the freedom of our country. We spent together our hours of joy and together we drank the draughts of bitterness. We shared with one another our joys and our sorrows. If we were together for the meetings of the Congress Working Committee, the Indian jails also found us together to spend our days there. We had our disagreements on many an occasion and we had our quarrels. But, as our unity was that of brothers, so were our disagreements and quarrels. If we quarrel among ourselves, soon we were to unite once again.

After we had achieved freedom we formed ourselves into Government. But, here also we did not enter from different doors. We came in by only one door and found ourselves bound together in unity of outlook and goal. Soon we were faced with extraordinary happenings and difficult problems and it was not easy to work in unison in those stupendous moments. Yet these hard trials could not break the strong bonds of comradeship that had existed among us for many years past. We marched on hand in hand and faced the extraordinary together.

From our old comrades many have left us for good. Those of us who are still alive have almost reached the journey's end. As far as I am concerned, I regard three of my friends as my old comrades and in no circumstances am I prepared to sever my close ties with them. They are Jawaharlal, yourself and Rajendra Prasad. I will never allow that our relationship be ever strained for a moment, particularly when this relationship is now thirty years old and has got behind it the whole history of this long period.

From your letter it appears you have felt strongly over the publication of this statement of mine. You have said, "I feel and to be quite frank I am quite sore about it..." As I have said above I am sorry I do not find anything in it which should have agitated your mind to this extent. However, in matters like this argument is of little avail and I would not like to go into it. I am prepared to resign from the Cabinet without any bitterness on my part. It is not necessary I should serve my country from inside the Government only. Perhaps I may serve her better for the remaining days of my life from outside of it. To me the most important question is that I cannot stay in a place where I may be the cause of any worry to my comrades of 30 years.

I hold more dear the continuance of the relationship that has existed between us than the membership of the Cabinet.

I hope you will excuse me for this long letter.

Yours sincerely,
A.K. Azad

The Hon'ble Sardar Vallabhbhai Patel
Deputy Prime Minister

Document No. 85

LETTER FROM SARDAR PATEL TO MAULANA AZAD

Dehra Dun

21 June, 1950

My dear Maulana Sahib,

Thank you for your letter of 17 June, 1950.

I was unhappy about the whole thing because I was placed in an embarrassing position. The matter was referred to me as Deputy Prime Minister. At the same time, my relations with you are more 'unofficial' than 'official'. If I did not act I might have been committing a dereliction of duty and, if I did and you did not accept my advice, it would place me in an embarrassing position *vis-a-vis* others. It was in this quandry that I wrote to you hoping that you will accept the advice tendered; at the same time, in order not to hurt you in view of the relations which subsisted between us, I left the choice to you. My first letter was directed against the very question of your making a statement. I only pointed out that in two particular matters I thought your impression was not correct.

I understand that Dr. Matthai, as was to be expected, was not quite happy about your statement, but restrained himself from adding to the controversy; otherwise, the controversy would have probably been unending and led to bitterness and might even have affected the atmosphere about the Indo-Pak Agreement which is now prevailing. It is all this that I wanted to avoid.

This does not mean that our relations are in any way affected. They transcend official contacts and are based on years of comradeship in

freedom's struggle and the conduct of affairs of a great and noble organisation. You can dismiss any thought from your mind that on this account our relationship has in any way been strained.

With kind regards,

Yours sincerely,
Vallabhbhai Patel

The Hon'ble Maulana Abul Kalam Azad
Srinagar

Document No. 86

MAULANA AZAD'S INAUGURAL ADDRESS DATED 25-12-1950 AT THE INDIAN HISTORICAL RECORDS COMMISSIONS' CONFERENCE HELD IN NAGPUR

We are meeting after a year to discuss our common problems. As you are aware, the Indian Historical Records Commission deals with all kinds of historical records. The scope of our deliberations is therefore wide and extensive. It will, however, be of advantage to confine ourselves to matters of first concern, and I am sure you will agree that these relate to questions affecting the National Archives. In all countries the National Archives are the treasure-houses of their historical wealth, and we in India can justly take pride for the extent and magnitude of our riches in this field.

Our national Archives contain a vast collection of records, but systematic series begin from 1672. Some of the latest records are as late as 1949. They therefore tell the story of nearly 300 years of a most interesting and momentous period of India's history. If what remains of the scattered records of the Moghul period are added to these collections, we can say that our records go back to the 15th century. There are not many countries which can claim records which go so far back. From the point of view of quantity also ours is one of the biggest collections not only in Asia, but in the world. I cannot give you the exact number of our records, for much work of indexing and cataloguing still remains to be done, but to give you some idea of the extent of the collection, I may say that if all these records are assembled in one place, there is no building in India big enough to contain all of them.

It is hardly necessary for me to stress before the present audience the importance of national records. Such records are the basis of history and can alone give authenticity to our knowledge of the past. When we read of the past, we are often troubled by the fact that our knowledge is neither complete nor adequate. Contemporary historians hardly ever leave accounts which satisfy succeeding generations, and in fact, they

are often not in a position to judge what should be recorded and what left out. If, however, complete records are available, the annals of the past can be reconstructed, but, in most cases, such records of the past do not exist. We know that during the Moghul period, India had all the instruments of civilised government and that full records were kept of all official decisions and happenings. Unfortunately, most of these records were destroyed during the troubled period of the 18th century. In consequence, we have lost some of the most valuable sources of our knowledge of the age. It is, however, fortunate that the histories written by Abul Fazl, Abdul Hamid Lahori, Khafi Khan and others, based on official records, are available to us. Even though they were written from an official point of view, their use of records makes them a valuable source material for us.

During the 19th century, the European States adopted the convention that all State records should be opened to the public after a lapse of 50 years. The records of the Napoleonic era were thus released to the public in about 1870. The Napoleonic era was a period of great progress in different fields, and it was described contemporaneously by many well-known historians. In fact, all the known methods of history writing were used in making the Napoleonic period vivid to the public of the day, but even then, when the official records became available in 1870, it was found that our knowledge of the period was both enriched and altered. Much new light was thrown on obscure incidents and happenings. Many old opinions had to be revised in the light of the new information.

Similarly, the official papers relating to the so-called Indian Mutiny of 1857 were released in 1907. The Government of India published a three-volume history of the Mutiny based on these records. It is true that this book was written from the British point of view, and did not therefore do full justice to the Indian participants. It is therefore necessary that these records should be examined afresh, and a true account of the period written in as objective a manner as possible. Even then the official history which was based on these records revealed many facts that were previously unknown and corrected many of our wrong ideas about the different characters who participated in these momentous happenings.

These two examples show how essential records are for a true interpretation of history. If, however, the records are to be utilised to the fullest extent, it is necessary that they should not only be preserved, but also arranged and classified systematically. There must also be a

sufficient number of scholars with the necessary knowledge and scientific attitude to take full advantage of the information contained in them. In our National Archives, we have an immense store-house of such records but two things have stood in the way of our utilising them fully :

- (1) We have not been able to make arrangements for all the records to be kept in one place.
- (2) We have not been able to appoint the staff necessary for the completion of the work of classification and indexing of the available records.

In 1948, I had intended that the Government of India should undertake this task at an early date, and, accordingly, a scheme was drawn up for the improvement of the tempo and the quality of the work. This demanded an increase in the staff of the Archives to cope with the additional work, but, unfortunately, financial stringency prevented the implementation of even this modest scheme.

I would like to give the members of the Commission some idea of the magnitude of the task which faces the National Archives today. In 1939, it was little more than a medium size depository, with a limited body of records. These were, however, fairly well organised though they were not open to students for research. Today, it is one of the leading archival institutions in the world, and is certainly the largest in Asia. It is also mechanically one of the best equipped. Our holdings in the last ten years have greatly grown in bulk, especially since December 1948. It was then decided that all records prior to August 15, 1947, of the Residencies and Political Agencies of the Government of India would be transferred to the National Archives. The increase since then has been almost phenomenal. The number of Residencies and Political Agencies which then went out of commission was 15 and 14 respectively. Of these, the National Archives have already received the records of 14 Residencies and 3,581 bundles, and cover a period from 1672 to 1949 A.D.

Apart from the sudden accession to our collections, we are also getting an increasing number of records from different Ministries and their attached and subordinate offices. With growing consciousness, both in the Government and among the people, of the value of records, the destruction of records has now become out of the question. Besides, the increasing function which the Government are undertaking and the necessity of written instruments in a democratic government make it

inevitable that the number of records will continue to grow. This will accentuate the problems of space and maintenance of records for each government department, and it is inevitable that offers of transfer of records from the different governmental agencies will continually become more pressing. It is also proposed to legislate in order to ensure complete and regular transfer of all records to the National Archives.

Further problems have been created by the fact that the material which is now coming to the National Archives is often in a chaotic condition. When it was decided to transfer the records of the Residencies and Political Agencies it was also decided to transfer all existing inventories and indexes to these records. This was essential if the National Archives were to check these records, arrange them in their proper order and supply them to the Government or to research scholars on requisition. It is, however, unfortunate that many of the Agencies either did not maintain working lists or indexes of their records, or their records became considerably disarranged during the transfer. As a result, it is difficult to find documents as and when required. These records have therefore to be listed, re-arranged in their original order and properly indexed. Only then can these records tell correctly the story of the transactions of which they are the evidence. Unless restored to their original order, the documents will remain isolated pieces, disconnected, meaningless and unreliable. The phenomenal increase in the production of records in the departments themselves, and their indifferent maintenance in the current and semi-current stages have also added to the difficulties which the Archives have to face. I may cite one example. One series of the Political Department records from 1880 to 1930 which has just been transferred to the Archives does not possess even a check list.

The physical condition of a large bulk of these records also presents a serious problem. Owing to various reasons, many of these series are in a very bad state of preservation and require immediate rehabilitation in order to ensure their continued existence. To give the members some idea, I may mention that about 3,000 volumes of the Residency records require major and another 4,000 require minor repairs and reconditioning immediately. This task of restoration is very urgent as the climate of New Delhi accelerates the physical deterioration of the records. In order to cope with the situation, the processes of rehabilitation have now been mechanised.

The members of the Commission are also aware that the records have now been thrown open for research. At first, only records up to

1880 were available for inspection, but now all records up to 1901 have been brought under this category. More recent records will also be thrown open in the years to come. In addition, the Archives have undertaken an extensive programme of analysis, indexing, condensing, editing and publication of records in order to facilitate the work of research and reference. The Historical Records Commission has also increased the scope of the work of the Archives as the Records Survey Committees in the different States work directly under the Commission. The interest in the archives and archival work is consequently growing. At the same time, the demand for information from various sources has grown and is still growing.

Thus, on the one hand, we have increasing pressure of work and growing interest on the part of both the Government and the public and, on the other, we know that the prevailing financial stringency will not permit an adequate expansion of the Department in the next few years. In this situation the only way of meeting the shortage of staff is to seek the co-operation of the universities and learned societies. If a sufficient number of scholars take up the task and assist the existing staff in the classification and cataloguing of the material which has been collected, much can be done in spite of the inadequacy of public funds. The universities can also help by allotting the task to post-graduate students of history. If the universities agree to recognise such work as part of the normal training of a post-graduate student, this will not only benefit the students themselves but it will also be a real national service. It is only through the co-operation of professors, lecturers, scholars and research and post-graduate students that the vast material we have can be utilised properly. I understand that our Director of National Archives had approached the universities once but the response was not satisfactory. I would like to take this occasion, when so many distinguished scholars are present, to press once more that this work of urgent national importance should be undertaken by all the universities and learned societies without further delay. I have every hope that with your co-operation, we can overcome the difficulties created by financial stringency and create conditions in which the Archives can perform their proper function and serve as a treasure-house of information for all students of history.

APPENDICES

Appendix-1

Document No. 87

LETTER FROM RAJAJI TO SARDAR PATEL

New Delhi

25 April, 1949

My dear Vallabhbhai,

Please read these papers about the Banaras Hindu University. Maulana Azad seems to be keen on having an enquiry. This is the first I hear of financial irregularities. As for (ii) and (iii) of his letter dated 23 April, anything can be brought under these heads and I do not know how an enquiry will help. It will only lead to allegations of all kinds being reduced to writing. The main point is discipline of students which now seems to have receded into the background in Maulana's letter.

I am sure you will be able to give some advice either to Maulana Azad or to me.

Yours sincerely,
C. Rajagopalachari

The Hon'ble Sardar Vallabhbhai Patel
New Delhi

Appendix -2
Document No. 88

LETTER FROM SARDAR PATEL TO RAJAJI

New Delhi
26 April, 1949

My dear Rajaji,

Thank you for your letter of 25 April regarding the Banaras Hindu University.

I entirely share your doubts about the enquiry suggested; in fact, I think that such an enquiry would harm the university and will defeat the very object which we all have in view. The irregularities etc. about which the enquiry will be held relate to the past, *i.e.* during the period when Dr. Amarnath Jha, Dr. Radhakrishnan¹ and others were Vice-Chancellors. Whatever defects will be noticed will be nailed at their doors. Along with them the present Vice-Chancellor may also share the blame, but the fact remains that they will not escape. I do not know about the state of discipline in the university, but I doubt if other universities can point to a clean record. You know what is happening in Delhi and what has happened in Lucknow and Allahabad. Public enquiry of this kind will, if anything, worsen the financial situation of the university. Those who might be prepared to give donations will withhold their hands. Others who might be giving annual donations may postpone them. The result may be a complete financial breakdown.

If the object is to bring out other defects in the administration of the University, I am doubtful if this is the right way of approaching the matter. As you say, all kinds of allegations will be reduced to writing and the enquiry would be the forum of mutual mud-flinging. We, as

Government, will hardly be able to come out of it without criticism of some sort. To me, by far the best procedure would seem to be to ask the Vice-Chancellor for an explanation of such defects as may have been noticed. Government can then think of how to dispose of the matter.

Yours sincerely,
Vallabhbhai Patel

H.E. Shri C. Rajagopalachari

Appendix -3
Document No. 89

**LETTER FROM PANDIT JAWAHAR LAL NEHRU TO
SARDAR VALLABHBHAI PATEL**

New Delhi

13 June, 1949

My dear Vallabhbhai,

I enclose a copy of a letter from Maulana Azad about the Hindu University. I think the proposal to appoint a three-man committee is a good one and the three names suggested might suit. Masani, of course, is the elder Masani who was the Vice-Chancellor of Bombay University.

I do not think the matter need be put up before the Cabinet. But perhaps you could inform Maulana of your views on the subject. I enclose a copy of my reply to him.

Yours,
Jawaharlal Nehru

The Hon'ble Sardar Vallabhbhai Patel
New Delhi

Appendix -4
Document No. 90

LETTER FROM RAJAJI TO SARDAR PATEL

New Delhi

15 June, 1949

My dear Vallabhbhai,

I enclose copies of correspondence between me, Maulana Azad and Pandit Nehru about the Banaras Hindu University.

Yours sincerely,
C. Rajagopalachari

The Hon'ble Sardar Vallabhbhai Patel
Dehra Dun

Appendix -5
Document No. 91

LETTER FROM RAJAJI TO PT. NEHRU

New Delhi

16 June, 1949

My dear Jawaharlalji,

I have just read your letter of 16 June, 1949 about the Banaras Hindu University and I think I should explain at some length what has happened.

The original proposal of Dr. Tara Chand was that we should order an enquiry into the present state of things in the Banaras Hindu University, that is to say, an enquiry over Govind Malaviyaji's administration. I had my doubts as to the effects of such a step and whether it might not make matters worse instead of better. I explained my doubts to Dr. Tara Chand and also wrote to Maulana Sahib. I communicated also with Vallabhbhai who replied to me on 26 April as per copy enclosed. The matter rested there. On 28 May Dr. Tara Chand again called on me and discussed the position. I suggested that instead of an enquiry against the present Vice-Chancellor, it may be useful, if Maulana Sahib desired an enquiry, to appoint a committee with larger terms of reference with a view to amending the Banaras Hindu University Act. Dr. Tara Chand thereupon sent me his letter of 30 May enclosing a note by his Ministry, a copy of which I enclose.

I noticed in these discussions that section 19 of the Banaras Hindu University Act had been misunderstood and that the reference in the section to the Governor-General had not been correctly appreciated. Any emergency steps by way of administrative orders should be taken by the Government of India and not by the Governor-General in his capacity as Lord Rector.

After considering Dr. Tara Chand's fresh proposal I wrote to Maulana Sahib my letter of 7 June, 1949, a copy of which I have sent you with my letter of 15 June, 1949 when I got your letter of 13 June.

My suggestion that the scope of the enquiry should cover larger ground is therefore in accordance with Dr. Tara Chand's own final proposal and meets Vallabhbhai's and my own doubts as to the kind of enquiry originally proposed. It is now for you, Vallabhbhai and Maulana Sahib to decide as to what course to follow. My own view is that if the Minister of Education feels strongly that there should be an enquiry, it should be an enquiry with a view to amending the Act and not to review Govind Malaviyaji's administration over a short period. If the Education Minister can be induced to drop the idea of an enquiry altogether I have no objection.

I am sending a copy of this letter to Vallabhbhai in reply to a letter from him to me dated 15 June in which he desires to know what the position is so that he may reply to you.

Yours sincerely,
C. Rajagopalachari

The Hon'ble Pandit Jawaharlal Nehru

Appendix -6
Document No. 92

**LETTER FROM SARDAR PATEL TO
PT. JAWAHARLAL NEHRU**

Dchra Dun
19 June, 1949

My dear Jawaharlal,

Thank you for your letter dated 13 June, 1949 about the Banaras Hindu University. I am sorry for the delay in replying, which was due to the fact that I wanted to have all the material from Rajaji. As he has written to you, he has sent me the whole correspondence.

I have carefully gone through the matter and entirely agree with the advice which he has tendered to you. I do not think we can single out just one regime for enquiry. From what I know, it seems that some other regimes in the past have been also to blame. I would, therefore, advise that we avoid any enquiry into personal direction of the affairs of the university and should have a general enquiry which Rajaji suggests.

Yours sincerely
Vallabhbhai Patel

Appendix -7
Document No. 93

LETTER FROM PT. JAWAHARLAL NEHRU TO RAJAJI

New Delhi

21 June, 1949

My dear Rajaji,

Thank you for your letter of 20 June on the Banaras Hindu University and the papers enclosed. I have now come round to your view about this matter except for one thing. I still do not think that the *de facto* Vice-Chancellor should be a member of the committee of enquiry.

Yours,
Jawaharlal

His Excellency Shri C. Rajagopalachari
New Delhi

Copy to the Hon'ble Sardar Vallabhbhai Patel

Appendix -8
Document No. 94

LETTER FROM RAJAJI TO PT. JAWAHARLAL NEHRU

Governor-General's Camp
Simla

24 June, 1949

My dear Jawaharlalji,

Thank you for your letter dated 21 June 1949 about the Banaras Hindu University. I met Dr. Zakir Hussain¹ here and have casually learnt from him that the University Commission will bring its Report out in about a month's time and that the Report will deal, among other things, with proposals for the better administration of the three Central universities, including Banaras. This also has to be taken into account when dealing with the Education Ministry's present proposal.

Yours sincerely,
C. Rajagopalachari

The Hon'ble Pandit Jawaharlal Nehru

1. Vice-Chancellor of Jamia Millia, 1926-53; Vice-Chancellor of Muslim University of Aligarh; Governor of Bihar, 1962; Vice-President of Indian Union, 1962-67; President of Indian Union, 1967-69.

Appendix -9
Document No. 95

LETTER FROM SARDAR PATEL TO RAJAJI

New Delhi

20/21 July, 1949

My dear Rajaji,

Maulana saw me this morning and told me that you had agreed to his proposal regarding the committee of enquiry and to the omission of Govind Malaviya. I had accepted your proposals and am, therefore, surprised to know that you had modified your views; but if you have done so, please let me know.

Yours,
Vallabhbhai Patel

His Excellency Shri C. Rajagopalachari
New Delhi

Who's Who

Abbas, Tayabji	Former Judge, Baroda State, joined national liberation movement (1916); became President of Kaira District Congress Committee.
Anney, M.S.	Reputed nationalist leader, some time member of Viceroy's Council; was elected President of the first Session of All India Hindu League, held at Lucknow in 1935.
Azad, Abul Kalam	Nationalist and front ranking freedom fighter; was the Editor of 'The Vakil of Amritsar' 'Al-Hilal', 'Al-Balagh'; was elected President of Indian National Congress in Delhi (1923) and in Ramgarh (1940); was appointed Education Minister in free India's first Cabinet (1947) headed by Jawaharlal Nehru.
Beasant, Annie	A leading social reformer; was the founder of Indian Home Rule League; elected twice President of Indian National Congress.
Benarji, W.C.	Liberal Congress leader of Bengal; was elected first President of Indian National Congress (1885).
Bhopatkar, L.B.	A Prominent Congress Worker of Poona.
Boulay, James De	Member Incharge of Home Department Political, Government of India (1918-20).
Curzon, Lord	Governor-General of India (1905), was responsible for the division of Bengal.
Das, C.R.	Renowed Swarajyaist leader of Bengal; was elected President of Indian National Congress at Gaya in 1922.

- Desai, Bhulabhai J.** Leader of Congress Party in Indian Legislative Assembly (1946); was appointed a Member of Congress Working Committee several times between 1934-46; marvellously pleaded for I.N.A. Convicts (1946). His parleys with Liaquat Ali Khan, when the Congress leaders were in Jail, regarding the future set up for national government had been one of the reasons for Congress High Command's cool attitude towards him.
- Despande, G.R.** A close devotee of B.G. Tilak and prominent figure of Maharashtra.
- Gandhi, Kasturba** Devoted wife of Mahatama Gandhi, the father of Nation.
- Gandhi, M.K.** Supreme leader of national liberation movement (1920-47); was elected President of Indian National Congress (1924); was the Editor of 'Young India' and 'Navjivan' (1920-1930), 'Harijan' (1933-48), Harijan Sewak (1933-1948) and author of 'Hind Swarajya'; participated in the Second Round Table Conference held in London in 1931.
- Gokhale, D.V.** An eminent Parliamentarian of Maharashtra.
- Gokhale, G.K.** One of the founder leaders of the Indian National Congress (1885); was nominated to the Central Legislative Council (1906); was founder of Servants of India Society; visited England in 1906 to discuss the Education Policy for India; was elected President of Congress in 1905.
- Hakim Ajmal Khan** Veteran freedom fighter and Congress leader of Delhi; was a prominent figure of Non-cooperation and Khilafat Movement (1920); was appointed a Member to the Working Committee of Indian National

- Congress (1920, 1923 and 1925); was elected President of Congress, in 1921 at Ahmedabad.
- Jaykar, M.R.** A moderate leader of Bombay and leading lawyer; was an expert in Constitutional matters.
- Jinnah, Mohammad Ali** First Governor-General of Pakistan (1947); was the Vice-Chancellor of Osmania University; elected a Member to the Indian Legislative Assembly in 1930 and 1934.
- Kelkar, N.C.** A close associate of B.G. Tilak and well known Swarajyaist leader; was elected to the Indian Legislative Assembly in 1924.
- Khaparde, G.S.** An ardent follower of B.G. Tilak; was a member of Imperial Legislative Council; became Vice - Chairman of Indian Home Rule League in 1918.
- Kher, B.G.** A leading Congressman of Bombay, became the Premier of the state in 1937 and the Chief Minister in 1946.
- Liaquat Ali Khan** A Prominent leader of United Provinces Muslim League; was appointed Finance Member in the Interim Government (1946) headed by Jawaharlal Nehru; elected leader of All India Muslim Parliamentary Party (1946) and became first Prime Minister of Pakistan in 1947.
- Malviya, M.M.** Front ranking Congress leader was elected President of the Indian National Congress in 1919.
- Mavalankar, G.V.** Leading freedom fighter of Gujarat; was a Secretary to Gujarat Sabha (1920), became President, Indian Legislative Assembly (1946), and Speaker, Lok Sabha (1958).
- Mehta, Firozeshah** Founder leader of Indian National Congress; was elected President in its Surat Session held in 1907.

- Minto, Lord** British Viceroy to India since 1908; became popular for his reforms scheme of 1909 which was known as Marley-Minto Reforms; introduced Separate Electorate System for Hindus and Muslims.
- Misra, Gokaranath** Prominent Congress leader of U.P. 1916-20 and General Secretary of the Party in 1919-20.
- Mohammad Ali** Prominent figure of Non-cooperation and Khilafat Movement (1920); was elected President of Indian National Congress at Kokanada in 1923; Edited 'Comrade' and 'Hamdard' newspapers (1910-20); presided over the Session of All India Jamiat Ulama - i - Hind (1929); was appointed Inspector of Schools of Rampur (1903-1904); was the author of 'Political Problem of India'.
- Mukhtar Ahmed Ansari** Patriot and nationalist; was a front ranging Congress leader of Delhi; elected President of Indian National Congress in 1927; participated actively in the Non-cooperation and Khilafat Movement (1920) and Salt Satyagraha (1930); was nominated to the Working Committee of Indian National Congress in 1919, 1922 and 1930.
- Nehru, Jawaharlal** Noted freedom fighter, was President of Indian National Congress (1929, 1936 and 1946), became first Prime Minister of free India (1947); was the founder of All India Kisan Sabha, Bharat Krishak Samaj and a number of organisations.
- Nehru, Motilal** A well known Barrister of Allahabad; was a prominent figure of Congress Party, was elected to the Indian Legislative Assembly in 1924 and also President of Indian National Congress in 1928.
- Pal, B.C.** Prominent Congress Swarajyaist leader from Bengal; was the Editor of 'New India' (1901) and 'Bande Mataram' (1904).

- Patel, Vallabhbhai** : Great freedom fighter; was organiser of 'Nagpur Flat Satyagraha' (1923), Borsad Movement (1924) and Peasants Agitation of Bardoli (1928); was elected President of Indian National Congress at Karachi in 1931; became Deputy Prime Minister in the first Cabinet (1947) of free India, headed by Nehru; was elected Chairman of Congress Parliamentary Board in 1934, 1937 and 1946.
- Patel, Vithalbhai J.** : Top ranking Congress leader of Gujarat; was a Barrister of Bombay High Court (1908 – 1914); was elected to the Legislative Council of Bombay (1913), Imperial Legislative Council (1919) and the Indian Legislative Assembly (1924); became President of Bombay Municipal Corporation (1924) and the first Indian Speaker to the Indian Legislative Assembly (1925 – 30).
- Plato** : Great Greek Philosopher (about 500 B.C.), was author of the 'Republic', 'The Laws' and 'The Statesman'.
- Prasad, Rajendra** : A prominent Congress leader and constructive worker of Bihar; was elected President of Indian National Congress (1935); was appointed a member to the Working Committee of Indian National Congress several times between 1922 and 1949, Congress Parliamentary Board (1937 and 1947), Food and Agriculture Minister in the Interim Government headed by Nehru (1946); was elected Chairman of Indian Constituent Assembly (1947) and the President of Indian Republic in 1950, 1952 and 1957.
- Rai, Lajpat** : Popularly known as 'Punjab Kesari'; was elected President of Indian National Congress in Calcutta in 1920, a front ranking Congress leader from Punjab and social reformer.

- Rajagopalachari, C.** Front ranking Congress leader of Madras and a Gandhian thinker, twice premier of Madras State (1937 and 1946); was appointed Governor for West Bengal (1947), Governor-General of India (1948) and Minister of Home Affairs in 1950; was well known for his suave diplomacy and cruditess; founder of Swatantra Party of India.
- Raj Bahadur** Noted freedom fighter of Rajasthan, was appointed a Minister in the Cabinet by Mrs. Indira Gandhi.
- Ramatirtha, Swamy** A prominent scholar of Hindu philosophy; was a follower of Adventism; visited United States and other Western countries several times.
- Roy, M.N.** Thinker and well-known freedom fighter from Bengal; was a Congress leader who participated in Communist International held in Moscow in 1920; was defeated by Maulana Abul Kalam Azad for Congress President's election in 1940 at Wardha.
- Saminullah Khan** Prominent Citizen of Dacca and the founder of All India Muslim League in 1905.
- Shauqat Ali** Elder brother of Maulana Mohammad Ali; was a prominent figure of Non-Cooperation and Khilafat Movement; was appointed to the Working Committee of Indian National Congress between 1920 and 1930.
- Shibli, Nomani** Well-known spiritual leader from Lucknow; was a scholar of Islamic philosophy.
- Shivaji Maharaj** A Great Maratha Sardar of 17th Century.
- Spoor, Ben C.** A member of British Parliament in 1918.

**Swamy Dayanand
Saraswati**

Founder of 'Arya Samaj' and the author of 'Satyarth Prakash'; was a great reformist and scholar of Vedic Philosophy.

Syed Ahmed Khan, Sir

Muslim reformist and the founder of Scientific Society of Ghazipur and the Muslim College of Aligarh; was the editor of 'Tahzeeb-ul-Akhlaq'; was nominated to the Indian Legislative Council (1878); was author of a number of books including 'College of 'The Indian Revolt', 'The Asbab Bagawaat-e-Hind', 'Present State of Politics' and 'Loyal Mohammadans'.

Tara Chand

Noted educationist; was secretary and adviser, Union Ministry of Education; was appointed Ambassador to Iran in 1951.

Tegore, Devendra Nath

Father of Ravindra Nath Tagore and a well-known Social reformer of Bengal.

Thakkar, A.V.

Noted Gandhian and constructive worker of Gujarat, was closely associated with the Servants of India Society.

Tilak, B. G.

Great Congress leader from Maharashtra; was a prominent figure of Swadeshi Movement (1905); was the editor of 'Maratha' and 'Kesari' and was imprisoned several times during national liberation movement of India.

Tyagi, Mahavir

Prominent Congress of U.P.; was appointed a Minister of State in the Union Council of Ministers by Pandit Nehru.

Vivekananda, Swamy

Great thinker, scholar of Adventism and Hindu Philosophy; was a staunch follower of Swamy Ramkrishna 'Paramahansa' and founder of the 'Ramakrishna Mission', visited U.S.A. several times.

Vyas, Jaynarayan

Leading Congressman of Rajasthan; was the Premier of the State in 1946.

Glossary

Ahimsa	Non-violence, Mahatma Gandhi's weapon of love for mass action.
Ashram	Literally, hermitage, a place for penance and spiritual pursuit.
Begar	Forced labour.
Bhagvadgita, The	The song celestial, highly philosophic poem laying emphasis on the selfless views of life and action.
Bhakta	Devotee, disciple.
Brahmin	One belonging to the priestly class.
Chaddar	Bedspread
Chawl	Locality.
Civil Disobedience Movement	Satyagraha Movement of Mahatma Gandhi to resist British rule in India.
Constructive Programme	Eighteen-fold programme of Mahatma Gandhi for resurgence of India.
Dal	Pulse cooked or uncooked
Kaira Satyagraha	No-tax campaign of the Peasants of Kaira District in 1918 against the Bombay Government, it was the second campaign (after Champaran) of Mahatma Gandhi in India against the British Rule and the first of Sardar Vallabhbhai Patel.
Karma Yogi	Believer in the path of Karma action with selflessness.
Khadi	Hand spun and hand woven cloth.
Kshatriya	One belonging to warrior class.

- Lathi** : Cudgel, wooden stick.
- Maharaja** : The ruler of a former Indian State of bigger territory.
- Mahatma** : Literally, high-souled person, a title bestowed on Mahatma Gandhi by Indians.
- Mhahavidyalaya** : A Centre of higher education, College.
- Namaskar** : Respectful salutations.
- Resolution on forced labour** : This resolution was passed in the first Gujarat Political Conference, held at Godhra in October 1917 under the Presidentship of Mahatma Gandhi. In the resolution "It was the custom of Government Officers when touring in the district to extract work from certain section of the people, and often not to pay for it. The village carpenter, for instance, would be called upon to make the wooden pegs for the officers' tents, the potter to provide earthen vessels and even to fetch water in them, the barber to tidy up and to do the lamps, the sweeper to sweep and to take and fetch message, the grocer to supply all foodstuffs, and the peasants to arrange bullock carts for transporting the Saheb's luggage from one camp to another. The petty officers of the village had to remain in attendance throughout the period of the officer's stay and in addition, to look after the needs of the shrishteder (the judicial clerk) and other clerks. It was rarely that all this work and supplies were paid for and on top of it all, all these men had to remain in attendance for hours, and sometimes for days, on end. After the Home Rule League was established, vigorous agitation was started to an end to this pervicious system." Lokamanya Tilak was also present in the Conference.
- Rowlatt Bill** In this Bill the Government had been provided a number of special powers for arresting and detaining, without trial, persons suspected of anti-government activities.

Satyagraha	Literally, insistence of truth, Mahatma Gandhi's weapons of truth and love for mass action.
Servants of India Society	A band of people pledged to serve the country in a constitutional way. This society was organised by the Great Leader of Maharashtra Mr. Gopal Krishna Gokhale.
Swadeshi	: Country made.
Swaraj	: Self-rule, according to Mahatma Gandhi's conception, social, economic and political independence in the true sense of term.
Swarajist	: Term used for those who wedded to Council Entry Programme after Civil Disobedience and the Khilafat Movement.
Talati	: The Talati is a village revenue officer, concerned with collection of land revenue.
Taluka	Taluka or Tahsil is an administrative unit of varying sizes, but usually extending over a few hundred square miles in area and containing a number of villages and one or two towns of population exceeding 10,000.
Talukdar	A land-holder.
Vad	The Second half of Indian month.
Veth	Forced free labour.
Vishnu	The second among the trio of gods symbolizing protective facet of the supreme.
Yogi	One who practises Yoga, <i>i.e.</i> spiritual, mental and bodily discipline for self-realization.
Zamindar	Absentee landlord.

Chronology of Events **(1949-1950)**

1949 Jan.	7	Presided over the meeting of the Central Advisory Board, held at Allahabad.
Feb.	2	Delivered welcoming speech at the sixth annual meeting of the Central Board of Archaeology, held in New Delhi.
	9	Clarified position in the Legislative Assembly about the regional language in Devanagari script as University language.
	20	Delivered convocational speech at the Muslim University of Aligarh.
	26	Addressed the Diamond Jubilee Celebration of the Scindia School at Gawlior.
March	18	Speech delivered in the Indian Legislative Assembly on General Budget – List of demands for 1949-50 year.
April	1	Made clarification in L. A. about Bodh Gaya Pamphlet. Speaker (I.L.A.) announced the motion moved by Maulana Aabul Kalam Azad regarding the election to All India Council for Technical Education.
	5	Motion Moved in the Assembly about the election to the Central Advisory Board of Archaeology.
	9	Inaugurated session of the National Commission of UNESCO in New Delhi.
	18	Delivered speech on the occasion at the laying of foundation of Central Institute of Education in New Delhi. Foundation of the Institute was laid by Pandit Jawaharlal Nehru.

June	7	Wrote to Rajaji about the proposed Amendment Bill on Banaras Hindu University.
August	8	Addressed the Provincial Education Ministers' Conference held in New Delhi.
	21	Delivered speech at the Conference for Cultural cooperation between India and Asian Countries.
	22	Placed report of the U.E.C. on Banaras Hindu University.
		Inaugurated All India Conference on Arts in Calcutta.
	Nov. 2	Delivered inaugural Speech at the UNESCO Seminar on Rural Adult Education, held in Mysore.
1950 Jan.	8	Presided over the meeting of the Central Advisory Board of Education held in Cuttack.
Feb.	13	Clarified position in the Indian Legislative Assembly regarding the Students from the Philippines.
March	15	Delivered Speech in Parliament during the discussion on General Budget – List of Demands for 1950-51 year.
April	9	Inaugurated the session of the Indian Council for Cultural Relations, held in New Delhi.
	14	Clarified position regarding the cultural Missions to Asian countries.
June	4	Wrote to Sardar Vallabhbhai Patel regarding Matthai's differences with Pandit Jawaharlal Nehru.
	6	Appreciated views of Maulana Azad by Sardar Vallabhbhai Patel about statement.
Dec.	25	Delivered inaugural speech at the Indian Historical Records Commissions' Conference, held in Nagpur.

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